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ABSTRACT

This report on model learner outcomes for world languages education is divided into five sections. The first describes the values, philosophy, mission, and goals of the Minnesota State Board of Education. The second section provides an introduction to and information on the goals of world languages education. Section three presents a range of model learner outcomes for foreign language learning that can be used to develop specific, proficiency-based language programs in Minnesota schools. These model learner outcomes are related to current work in the area of proficiency by the American Council on the Teaching of Foreign Languages (ACTFL) and other agencies, and define what learners should be able to do with the language they are acquiring. Proficiency is the underlying philosophy of this report and the guiding principle for the development of the curriculum and instruction suggested in chapter four. Appended materials include the ACTFL proficiency guidelines, principal implications for curriculum and instruction as derived from the ACTFL proficiency guidelines, a curriculum planning form, a checklist for proficiency-oriented programs, and a glossary, bibliography, and an annotated list of organizational resources. A 1989 supplement to chapter three is attached. (JL)

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for
WORLD LANGUAGES
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MODEL LEARNER OUTCOMES

FOR

WORLD LANGUAGES EDUCATION

Minnesota Department of Education
Division of Instructional Effectiveness
Curriculum Services Section
World Languages Education

Suzanne P. Jebe
Specialist

1988

MINNESOTA DEPARTMENT OF EDUCATION
MODEL LEARNER OUTCOMES FOR WORLD LANGUAGES EDUCATION

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The current **Model Learner Outcomes for World Languages** are based on the 1977 publication **Some Essential Learner Outcomes (Foundation Learnings) in Modern Foreign Languages.** The SELOs were developed under the leadership of and dedicated to **Percy Fearing**, who served as state language consultant from 1964 until his death in 1976. The chair of the committee and editor of the SELOs was **Dale Lange**. Members of the Committee of Eleven were:

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MINNESOTA STATE BOARD OF EDUCATION VALUES, PHILOSOPHY, MISSION, AND GOALS

School districts nationwide, and certainly in Minnesota, are constantly striving to improve the learning experiences they provide students. The last two or three decades have seen heightened interest in improving all parts of the education process, including appropriate involvement of students, parents, and the community at large.

The documents that constitute the Minnesota Department of Education's **Coordinated Model for Educational Improvement** incorporate many of the concerns expressed and issues addressed by the public, Legislature, and reports published on the state of public education. One of these documents, titled **Goal and Outcome Specification Process**, suggests a set of procedures for appropriate involvement of the public. These procedures include public participation on the development of statements of values, philosophy, mission, and learner goals. These sets of statements are a hierarchy of increasingly specific concepts ranging from values, the most general, to learner goals, the most specific, that give form and direction to public education. Given this hierarchy, staff, skilled in subject matter and the profession of teaching, can develop very specific learner outcomes for each subject area.

The following sets of statements were adopted by either the Minnesota State Board of Education or the Minnesota State Legislature for two purposes. First, they provide a model for use by communities and school staff as they strive to improve the learning experiences they provide for residents. Second, they are the hierarchy used by Department staff and teams of educators as they develop model learner outcomes for each subject area. Only the **Mission Statement for Public Education** adopted by the Legislature gives explicit direction to public schools. All other parts of this document are models, suggestions for the consideration of residents and professionals in each district.

EDUCATION SYSTEM VALUES

We believe the following values are preeminent for the education system. These attributes are to be reflected in all educational programs and operations.

ACCOUNTABILITY - A condition in every school whereby each is able to justify its use of public resources by effectively fulfilling its mission of learning.

EFFECTIVENESS - A condition in every school whereby each accomplishes its mission at a performance level defined by learners, parents, citizens of the community and state, and their representatives.

EFFICIENCY - A condition in every school whereby each accomplishes the highest possible level of excellence with available resources.

EXCELLENCE - A condition in every school whereby the highest possible standards for performance are expected of all students and staff.

FLEXIBILITY - A condition in every school which results in meeting the needs of learners through sensitive and creative responses to changing circumstances.

HUMAN EQUITY - A condition in every school which offers equal opportunity and appropriate individualized support to each staff member in employment and professional growth and to each learner in the educational process. Also, a condition which, fully, fairly, and accurately portrays various cultures, races and genders in the instructional program.

RESPONSIBILITY - A condition in which the school recognizes that the parent has primary responsibility to assure the child is educated, and in which a partnership exists between the school, community, parent, and the learner to identify the learning goals and needs of the child or adult learner and provide appropriate learning opportunities through which those goals can be met.

RESPONSIVENESS - A condition in every school whereby diversity of personal and group needs and aspirations is expected, accepted, encouraged, and routinely addressed.

SYSTEM EQUITY - A condition in the education system whereby each school is provided with the resources necessary to assist all learners in achieving excellence.

WHOLENESS - A condition in every school whereby each gives necessary and appropriate consideration to the potential career needs, spiritual, social, emotional, and physical growth of each learner and staff member as it designs and implements educational programs.

VISIONARY - A condition in the education system whereby emerging trends which will affect the knowledge and skills required to be a successful adult are examined and the knowledge gained is used to produce appropriate changes in the system's course content, procedures, and goals for learners.

LEARNER VALUES

We believe helping students develop the following values is a primary purpose of education.

ACCOUNTABILITY - a quality in individuals whereby each knows, understands, and accepts the impact and consequences of personal actions and decisions.

CITIZENSHIP - a quality in individuals whereby each has an understanding, appreciation, and support of the institutions of American government and society and a willingness and ability to participate in the democratic process and in socially beneficial service activities.

COMPASSION - a quality in individuals whereby each is sensitive to the conditions affecting the lives of others and each has the commitment to assist others when appropriate and possible.

COMPETENCE - a quality in individuals whereby each attains maximum levels of knowledge, skill, and affect commensurate with his or her potential.

COOPERATION - a quality in individuals whereby each interacts with others in a manner that mutually benefits all participants in the interaction.

CREATIVITY/FLEXIBILITY - a quality in individuals whereby each acts and expresses self in new, improved, or unique ways.

ETHICS - a quality in individuals whereby each displays consistent personal and professional integrity and an acceptance of the responsibility to act for the benefit of all learners.

HONESTY - a quality in individuals whereby each is fair and straightforward in the conduct of human interaction.

LEARNING - a condition in individuals whereby each continually strives to increase personal levels of fulfillment and competence in human endeavors.

PROBLEM SOLVING - a condition in individuals whereby each has the ability to identify, frame, and propose new, improved, or unique solutions to existing and emerging problems.

RESPONSIBILITY - a quality in individuals whereby each strives to fulfill the obligations of economic self-sufficiency and active commitment to the common good of society.

SELF-ACCEPTANCE - a quality in individuals whereby each has a positive self-image, through assertion of rights, holding personal, physical and emotional well-being as an ideal, accepting personal talents with humility and personal limitations with the resolve to improve where possible and accept where necessary.

SPIRITUALITY - a quality in individuals whereby each recognizes and accepts the importance of nurturing one's inner spirit, that creative force which transcends the human and the material.

THINKING - a condition in individuals whereby each continually strives to improve personal skills for mental manipulation of sensory perceptions to form knowledge, thoughts, reason, and judgments.

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THE MINNESOTA STATE BOARD OF EDUCATION
PHILOSOPHY OF EDUCATION

WE BELIEVE THAT. . .

. . . Every person can learn.

. . . Learning is a lifelong process.

. . . Every person must understand and accept self before he or she can become a contributing member of society.

. . . Each person has gifts which the education program must seek, identify, and help to maximize.

. . . Advancement of the human race requires individuals who are honest, responsible, compassionate, cooperative, creative, and competent.

. . . The state and local communities have a shared responsibility to assist each person in learning.

. . . Each community has a shared responsibility with parents for meeting the needs of each child.

. . . The community and its school system must continually look to and strive to meet the future education needs of society.

. . . The education system must assist each person to become functional in an increasingly global and interdependent world.

. . . The education system must lead people to value and accept a wide diversity in human behaviors, sophistication, and values.

. . . The education system must maintain high standards for responsiveness, human equity, and system equity in the provision of educational opportunities.

. . . Decisions regarding planning, implementing, and maintaining learning opportunities must be vested as close to the individual learner as efficient use of public resources allow.

. . . School systems must implement programs that stress the intellectual development of each learner in concert with the spiritual, social, emotional, and physical development of the learner.

. . . School systems must model and nurture creativity in learners.

. . . School systems must maintain opportunities for all learners to develop competence in personally selected areas of human development.

. . . Professional educators have a responsibility to remain current with evolving knowledge about human growth and development, learning theory, and knowledge of subject matter.

. . . Professional educators and elected or appointed education policymakers have a responsibility to account to the public for the excellence of their efforts.

. . . Professional educators and elected or appointed education policymakers have a responsibility to use public resources prudently and efficiently.

. . . Staff employed in schools must model the behaviors they are assisting learners to develop.

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MISSION FOR PUBLIC EDUCATION

The purpose of public education is to help individuals acquire knowledge, skills, and positive attitudes toward self and others that will enable them to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

Adopted by the Minnesota State Legislature 1985

MISSION OF MINNESOTA STATE BOARD OF EDUCATION

The Minnesota State Board of Education will provide the vision, advocacy, and leadership to improve significantly the quality of education throughout the state.

MISSION OF THE MINNESOTA DEPARTMENT OF EDUCATION

The Minnesota Department of Education provides leadership, service, and regulation to maintain and improve an equitable, uniform, and quality system of public education for all learners.

The Department provides leadership as an advocate for education by defining quality education and by seeking the resources necessary to meet the needs of all learners.

The Department provides service through informational and technical assistance that will improve the productivity and performance of students and staff and provide opportunities for the development of the potential of all learners.

The Department regulates education by maintaining, interpreting, and enforcing Minnesota State Board of Education rules and state and federal laws.

MINNESOTA STATE BOARD OF EDUCATION
LEARNER GOALS

The following learner goals are a general statement of the purpose for education, they describe the type of person who would graduate from a Minnesota school and are a model for local goal adoption.

A. To effectively participate in learning activities, each learner will master:

1. Reading literacy to gather information and data, gain perspective and understanding, and as a leisure activity;
2. Writing to explain, describe, and express a point of view and feelings;
3. Listening to gather information and data and gain perspective and understanding;
4. Speaking to explain, describe, express a point of view and feelings, and to discuss an issue;
5. Numerical literacy to apply arithmetic functions to life situations;
6. The use of a variety of tools, including electronic technology, to enhance learning;
7. Viewing and observing to gather information and data, gain perspective and understanding;
8. Self-expression through visual and performing arts.

B. To provide a foundation for meaning in life, each learner will accumulate and apply knowledge and develop the understanding:

1. To participate in lifelong learning;
2. To live successfully within local, state, national, and world political and social structures;
3. To examine personal beliefs and values and their relationship to behavior;
4. To make ethical and moral decisions;
5. To be a responsible citizen of the community, nation, and the world;
6. To practice stewardship of the land, natural resources, and environment;
7. To know the impact of human life on nature and the impact of natural phenomena on human life;
8. To express self through artistic creation;
9. To know career options and the general education requirements for each;
10. To know world and national economic conditions to make informed decisions on consumer products, occupations, career needs and use of resources;

11. To select or prepare for a series of occupations which will personally satisfy and suit one's skills and interests;
12. To manage personal affairs;
13. To communicate and relate effectively in a language and about a culture other than one's own;
14. To know the importance of geographic location in the functioning of contemporary society.

C. To think, decide, resolve issues, and meet needs creatively, each learner will be able to:

1. Compare, differentiate, and relate information and facts and apply knowledge:
2. Combine various facts, situations, and theories to formulate hypotheses or develop solutions;
3. Critique and make judgments about materials, conditions, theories, and solutions;
4. Generate and value creative alternatives;
5. Create musical, visual, and verbal images, and movement as a means of self-expression.

D. To value, understand, and accept human interdependence, each learner will be able to:

1. Seek interactions and feel comfortable with persons who are different in race, religion, social level, or personal attributes;
2. Understand the interrelationships among complex organizations and agencies in modern society;
3. Understand society's responsibility for dependent persons of all ages in a manner consistent with the growth and developmental needs of those persons;
4. Understand how the citizens of the United States are geographically and socially connected to people and places in other parts of the world.

E. To value, understand, and accept the diversity of humankind, each learner will be able to:

1. Base actions and decisions on the knowledge that individuals differ in many ways;
2. Base actions and decisions on the knowledge that values and behaviors differ from one social group to another;
3. Base actions and decisions on the understanding that lifestyles and behaviors reflect the value system of the society in which they were learned;
4. Judge others' actions with an understanding of the personal and social context of that action;
5. Understand people of other cultures through their visual and verbal arts, music, and creative movement;
6. Accept that there is more than one way of being human;

7. Base actions and decisions on the understanding that as individuals move from one society to another, they can learn lifestyles and can learn to behave appropriately in different societal contexts;
8. Act on the belief that human behavior is influenced by many factors and is best understood in terms of the context in which it occurred.

F. To address human problems through group effort, each learner will develop the knowledge, skills, and affect essential to:

1. Act in accordance with a basic ethical framework incorporating the values which contribute to successful community life such as honesty, fairness, compassion, and integrity;
2. Understanding the importance of working in groups to achieve mutual goals;
3. Be able and willing to provide leadership in resolving personal and societal issues.

G. Each learner will be able to effectively resolve conflicts with and among others by:

1. Assuming responsibility to form productive and satisfying relationships with others based on respect, trust, cooperation, consideration, and caring for other persons;
2. Acting on the belief that each individual has value as a human being and should be respected as a worthwhile person;
3. Resolving conflict in the manner most beneficial to society.

H. Each learner will be able to act on contemporary events and issues with a perspective of their historical origin by:

1. Understanding the origin, interrelationship, and effect of beliefs, values, and behavior patterns on world cultures;
2. Understanding one's own culture and historical heritage through the political, literary, aesthetic, and scientific traditions of the past;
3. Being familiar with the ideas that have inspired and influenced humankind;
4. Understanding the manner in which heritages and traditions of the past influence the direction and values of society.

I. Each learner will develop a positive attitude toward self demonstrated through:

1. A feeling of positive self-worth, security, and self-assurance;
2. A willingness to live with one's strengths and weaknesses;
3. A knowledge of one's own body and a positive attitude toward one's own physical appearance;

4. Understanding that efforts to develop a better self contribute to the development of a better society;
5. Understanding that self-concept is acquired by interaction with other people;
6. Appropriate control or release of emotions.

J. To set and achieve personal goals, each learner will develop the ability to:

1. Select appropriate personal learning goals;
2. Make decisions about one's life;
3. Plan, organize, and act to realize one's goals;
4. Accept responsibility for personal decisions and actions;
5. Work now for goals to be realized in the future;
6. Select viable alternatives for action in changing circumstances.

K. To cope with change, the learner will have the ability to:

1. Initiate appropriate change while respecting existing structure and concepts;
2. Tolerate ambiguity;
3. Understand that coping with change is a lifelong process;
4. Understand and accept the changing nature of work and the potential need to change careers several times;
5. Use career information and counseling services to make informed and satisfying vocational choices.

L. To lead a healthy, fulfilling life, each learner will:

1. Assume responsibility for one's own physical and mental health and safety by establishing a daily regime of positive behaviors which will maintain mental and physical health and motor fitness;
2. Make informed decisions about health products and services;
3. Make lifestyle decisions which promote healthful family living;
4. Understand public health measures and their effect on the individual, family, community, and the environment;
5. Be able to enjoy play-skill activities which include understanding, cooperation, accepting rules, controlling emotions, following group process, and acquiring self-satisfaction.

M. To lead a productive life and actively contribute to the economic well being of our society, each learner will develop the work readiness skills of:

1. Applying the basic skills of communications, computation, and scientific principles to real life situations in a technological society;
2. Defining and interpreting the nature of the work force in terms of one's own challenges and opportunities;

3. Leadership and citizenship skills necessary to succeed as an active agent in a changing work force;
4. Understanding employment opportunities, job seeking and keeping skills, and specific work skills as they relate to transition from school to economic productivity.
5. Developing pride in good work and expecting quality in products and services;
6. Adopting a positive attitude toward work, including the acceptance of the necessity of making a living and an appreciation of the social value and dignity of work.

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WORLD LANGUAGES EDUCATION: INTRODUCTION AND GOALS

INTRODUCTION

On October 4, 1957, the United States government, the educational establishment, and the American people were shocked by the ability of the Soviet space program to place its Sputnik satellite in orbit. Among the responses to this event was the passage of legislation such as the National Defense Education Act (NDEA), through which massive teacher education programs were designed and implemented in the areas of foreign languages, mathematics, and science. Teachers and students across the nation embarked on an adventure in curriculum, methodology, and technology that gave rise to the audiolingual approach to language teaching, the installation of language laboratories, and pleas for longer sequences of study, often beginning in the elementary grades. Modern language enrollments increased, the teacher corps grew and was trained or retrained in new techniques, and both teachers and students participated in an explosion of international travel.

The Vietnam era brought new challenges for U.S. education, including the language curriculum. Partially due to a perceived failure of the new methodologies to produce fluent practitioners, and partially due to a cultural bias toward English and against foreign languages, the gains of the 1960s began to erode in the 1970s. Students, particularly at the college level, measured their language learning experiences against the popular yardstick of "relevancy" and found them lacking. The U.S. economy enjoyed a unique level of success unchallenged by other nations or systems until, overnight it seemed, the Japanese, Germans, and others began competing successfully in the world marketplace, winning contracts that formerly had belonged exclusively to U.S. firms. Coupled with the international oil crises of the 1970s, the onslaught of competition caught the U.S. economy with its guard and resources down. The changing economic situation had profound effects on school budgets already strapped by rising energy costs and declining enrollments. The first cuts fell on elective courses and staff. Because language programs have traditionally been electives in U.S. schools, the number of language students and teachers declined, as did the number of districts offering language programs (see Table 1 for Minnesota statistics).

By the late 1970s, a new period of unease and dissatisfaction with American public education had developed. Barely twenty years after Sputnik, schools again came under intense public scrutiny. A series of national reports identified a variety of problems, particularly in secondary education, and suggested solutions. In many of the proposals, math and science were singled out for reemphasis. Prodded by political bodies at all levels and by the business community, state and local education authorities instituted changes in elementary and secondary schools. These included the basic skills and effective schools movements.

At the same time that math and science inspired new initiatives, reformers realized that communication skills, including those in languages other than English, were also critical to economic recovery and future success. In addition to language proficiency, advocates of language study affirmed the vital role of cultural understanding in international relations. The call for improved language learning opportunities came from many sectors. As a result, school districts, states, and colleges and universities began to increase access to language programs and address the issue of new or expanded requirements.

The past ten years have seen major changes in world languages education. As Strasheim and Lafayette noted in their 1985 Curriculum Report for the National Association of Secondary School Principals, language study has gone "From 'Frill' to 'Basic' in a Decade:"

> The new and unparalleled emphasis on foreign languages is an outgrowth of dramatically and rapidly changing national and world conditions. The problem was succinctly summarized in **Strength Through Wisdom: A Critique of U.S. Capability**, the report of the President's Commission on Foreign Language and International Studies in late 1979. This study was the first of what was to become a wave of national assessments of schooling and education in this country. . . . This and other national studies of school programs and practices have, in effect, constructed a rationale for a new and dynamic role for foreign languages in the schools. (Page 1.)

In Minnesota, six factors have combined to foster a revival of language education:

- the State Board of Education's revised curriculum rules for elementary (1986) and secondary (1985) education;
- the University of Minnesota's innovative entrance standard and strengthened graduation requirement for B.A. candidates in the College of Liberal Arts (Twin Cities campus), the preparation standards for the University of Minnesota system approved by the Board of Regents, and similar actions at other colleges and universities;
- the language teaching profession's response to the nationwide focus on proficiency, demonstrated by the shift from a grammar-based curriculum to one stressing communicative language use;
- the public's growing awareness of the need for longer sequences of language study to achieve desired proficiency levels, calling for languages in the elementary school, immersion programs, and foreign exchange opportunities;

- the state's recognition of its role in the international marketplace, resulting in projects such as the World Trade Center in St. Paul; and

- the business community's need for a pool of employees whose skills include language and cultural proficiency.

At present, the State Board of Education requires all Minnesota public school districts to make at least two courses (240 clock hours) in one modern or classical language available to secondary students (grades 9-12 or 10-12). World languages are also proposed as elective options in the rule for the elementary grades. Enrollments at all levels are climbing and access to language study is at an all-time high (see Table 1). Districts are using innovative strategies, including technology, to extend language learning opportunities to more students in more grades. The focus on communicative language proficiency is helping students and teachers attain new levels of success, better preparing learners for future language use in their personal lives, in postsecondary education, or in their careers.

Table 1: LANGUAGE PROGRAMS IN MINNESOTA PUBLIC SECONDARY SCHOOLS

YEAR	DISTRICTS Total	PERCENTAGE With Languages		ENROLLMENT in LANGUAGES (7-12)	PERCENTAGE
1958-1959	476	na	na	21,150	8.3%
1962-1963	479	na	na	42,363	13.3%
1966-1967	479	na	na	63,577	17.0%
1970-1971	446	357	80%	76,335	18.0%
1974-1975	444	294	66%	69,611	15.2%
1978-1979	436	252	58%	64,355	15.0%
1982-1983	432	222	51%	52,252	14.0%
1984-1985	432	297	69%	87,938	24.4%
1985-1986	431	335	78%	91,573	26.1%
1986-1987	431	342	79%	104,614	30.4%

Note: Data reflect only those districts reporting students in classes taught by a licensed teacher. The Minnesota Department of Education does not always receive enrollment figures for programs using shared staff, paired districts, technology, or other delivery systems. In some categories no data were available.

As shown in Table 1, language enrollments, which had fallen to less than 15 percent in Minnesota schools in 1982-1983, have rebounded to new highs, surpassing 30 percent in the late 1980s. Some of these new students represent segments of the school population that have not enrolled in language classes before. In many schools, language study is no longer seen as the exclusive realm of the college-bound. College requirements, however, which have been in and out of favor in recent years, are again being implemented across the nation.

When the University of Minnesota's College of Liberal Arts (CLA) entrance standard is fully implemented on the Twin Cities campus in Fall 1988, incoming students will be expected to be at least halfway toward the proficiency levels required for graduation (see Table 2). This may mean from three to six years of study prior to college if the student wishes to use a commonly taught language to meet the graduation requirement; currently these languages are French, German, and Spanish. CLA administers separate proficiency tests in the four modalities (listening, speaking, reading, writing) for both entrance and graduation. By 1990, proficiency tests must be in place for all languages desiring to qualify for the graduation requirement, both commonly and less commonly taught.

Table 2: **PRELIMINARY PROFICIENCY STANDARDS COLLEGE OF LIBERAL ARTS (CLA) UNIVERSITY OF MINNESOTA**

	ENTRANCE STANDARD	GRADUATION REQUIREMENT
LISTENING	Intermediate Low	Intermediate High
SPEAKING	Novice High	Intermediate Mid
READING	Intermediate Low	Intermediate High
WRITING	Novice High	Intermediate Mid

Note: Descriptions of the proficiency levels are contained in the ACTFL Proficiency Guidelines (see Appendix A) and in booklets available from the University of Minnesota's CLA Committee on Second Language Education (see Resource Item 25 in Appendix H).

Other colleges and universities in the state and nation have entrance and graduation requirements, some of which are proficiency based, although most rely on seat-time measures. For example, the preparation standards for four-year schools in the University of Minnesota system (UM-Duluth, UM-Morris, UM-Twin Cities), which were approved in July 1986 by the Board of Regents, call for two years of language study in high school. This standard takes effect in September 1991. It does not replace the proficiency-based CLA entrance standard, as colleges within the University are allowed to maintain higher standards than those set for the system.

Future Choices, A Challenge to Eighth Graders: Dare to Prepare, a 1987 publication of the Minnesota Higher Education Coordinating Board, recommends two or three years of a world language for college-bound high school students. Whether there is a formal entrance requirement or not, students who have successfully studied languages for a number of years in elementary and/or secondary school are often perceived as stronger candidates for higher education or employment, just because they have invested time and energy in a challenging subject. Colleges that are internationalizing their curriculum are looking for candidates who share a similar focus. Students will be best prepared for postsecondary programs or career opportunities when they continue their language study through their senior year. The number of years of uninterrupted study is clearly a critical factor in the development of communicative language proficiency.

Reminiscent of the changes that affected the language teaching profession in the NDEA/audio-lingual days of the 1960s, the current focus on proficiency is challenging language educators to reassess their philosophies, goals, curricula, methodologies, materials, and evaluation strategies. Most teachers have come to realize that they are preparing young people for further study or employment that will require functional levels of language proficiency. The concept of proficiency--"doing things through language"--can serve as an organizing principle for language programs that help students reach these levels. Research is showing that language practice in a meaningful context is a better path to proficiency than rote drill or the memorization of grammar rules. Thus, in successful programs, there is a shift away from the grammatical syllabus, where language is the content of instruction, to the communicative syllabus, where language is also a medium of instruction. Time and practice are the keys to proficiency development. Both teachers and students employ a variety of strategies to achieve appropriate levels of language use in a cultural context. No single methodology assures proficiency and, while grammar is not ignored, the proficiency-based curriculum places greater emphasis on students' use of language than on their knowledge about the language.

The most extensive work in proficiency definition and the implications for curriculum is being done by the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL Proficiency Guidelines (see Appendix A) serve as the basis of the University of Minnesota/CLA entrance standard and graduation requirement (see Table 2) and have also been a contributing factor in the development of the Model Learner Outcomes in Chapter 3. Many Minnesota language teachers have attended awareness or training sessions on the Oral Proficiency Interview, the first of the assessment instruments related to the Guidelines. The University of Minnesota's College of Education offers a course in proficiency-based curriculum development, "Second Language Proficiency: Implications for Curriculum, Instruction, and Evaluation" (SeEd 5196). Districts across the state are examining their curricula in light of current research and writing on proficiency.

In Minnesota and the nation, the language teaching profession has been working to meet the challenges of changing times and new publics. For many language educators, the concept of proficiency is providing the framework not only for curriculum development but also for dialogue across levels of instruction and for communication with students and community. The "common metric" proposed by ACTFL in the Proficiency Guidelines is the subject of healthy discussion in schools and colleges. Recognition of the amount of time and experience needed to achieve functional levels of communicative language proficiency is furnishing the rationale for longer sequences of language study; consequently, more and more of these longer programs now begin in the elementary school. In addition, a wide variety of methodologies and teaching/learning strategies is helping instructors and students to focus on the communicative aspects of language. Research projects and results are guiding curriculum, methodology, and materials development. The profession is exploring the use of proficiency standards not only for students, but also for preservice teachers. This increased emphasis on communicative language proficiency for all participants in language education can help the United States realize the goal of a citizenry that is conversant with the languages and cultures of the world.

Minnesota language educators seem to view proficiency as a framework for a process of thoughtful curriculum design and student evaluation and not as a bandwagon or a panacea. This document has been conceived and developed in the

same spirit. The Model Learner Outcomes in Chapter 3, the processes for curriculum development in Chapter 4, and the information in the Appendices provide resources and support for developers of language curriculum at the local level.

GOALS FOR WORLD LANGUAGES EDUCATION

In the curriculum development process suggested in Chapter 4, an early step is the determination of a philosophy and set of goals for the language program. These usually reflect school and district statements, so that the language curriculum not only advances its own objectives but reinforces the aims that the larger school community has for all its students. Learner outcomes in one subject area can resemble and support those in another, helping students to integrate their learning for lifelong application. The Model Learner Outcomes in Chapter 3 are referenced to the State Board of Education Learner Goals in the same way local outcomes correspond to district- and building-level goals.

Language educators generally agree on four central goals for their programs:

- functional use of language in listening, speaking, reading, and writing
- cultural understanding
- knowledge about how languages function
- insight into the processes of language learning

In addition, language education supports goals of the broader curriculum in areas such as:

- communication skills
- thinking skills
- positive attitudes toward self and others
- citizenship at local, national, and international levels
- multicultural, gender-fair concepts
- skills for lifelong learning, career, and leisure

The well rounded language program is a microcosm of the overall curriculum, particularly when there is an extended sequence of study. Any subject--art, music, math, geography, history, ecology, government, literature, current events--can supply the content, with language as the medium of instruction. This is particularly true of elementary school immersion programs, described in Chapter 4, which are followed by content-based courses at the secondary level. In recent years, advanced language students in three Minnesota schools have been able to select American History taught in French, World History in German, or Senior Social Studies in Spanish. But students at all levels of language instruction can and do enjoy interdisciplinary experiences through language study: folk and popular music, art history and appreciation, metric measurement, and many other culturally based studies.

Whenever language learning experiences prompt learners to compare and contrast, either consciously or subconsciously, they provide students with insights into self and community and facilitate transfer of learning. Research studies suggest that students who have the opportunity to reach advanced levels of proficiency are more adept at problem solving than their monolingual counterparts. They certainly gain skills of potential value in career and personal life. In addition, the language classroom in which the above goals are evident provides a supportive setting for students; cross-cultural understanding develops more readily in a climate that is sympathetic to the individual.

Minnesota schools are not alone in their task of curriculum development. Many other states, districts, and professional organizations are examining their programs in light of current needs and understandings. Reviewing documents produced by others can be a helpful step in designing a program unique to one's own situation. While there is satisfaction in finding a "fit" among programs, local plans must reflect community values, student needs, and staff contributions.

These samples from four other states may help Minnesota educators develop their local program philosophy and goals:

CALIFORNIA Condensed from the 1984 "Point of View Statement for Modern Foreign Language Instruction," California State Department of Education, pages 2-8:

Recommendations

1. All students at all levels in California public schools should have a variety of foreign language study options.

   - Foreign language study should be available to all students in grades K-12.
   - Students should begin foreign language study as early as possible in the K-12 sequence, and should have the opportunity to continue as long as possible.
   - Students and parents should have some choice when selecting foreign language as a school subject.
   - Within the decade, foreign language learning should become a requirement for elementary and secondary school students.

2. Communication in the foreign language should be the major objective and the dominant activity in the foreign language classroom.

   - Language learning tasks should be designed to include the basic features of real communication.

- Development of receptive skills (listening and reading) should precede language production practice in an alternating or cyclical pattern.

- The productive skills (speaking and writing) should be practiced through realistic communication tasks.

- Evaluation of foreign language programs and students should be proficiency-based.

- A foreign language should be taught as the expression of the cultures in which the language is spoken.

3. School districts should institute a plan of implementation of the recommended expanded and communication-based foreign language programs.

   - Schools should form local foreign language task forces.

   - The local task force should conduct a foreign language needs assessment.

   - Minimum oral proficiency standards in foreign languages should be established locally for all new teachers hired.

   - A program of foreign language staff inservice training should be instituted.

And from "Learning Foreign Languages" in the 1985 **Handbook for Planning an Effective Foreign Language Program**, California State Department of Education, page 7:

Students need an opportunity to develop receptive skills (listening and reading comprehension) as well as productive skills (speaking and writing capabilities). In addition to developing proficiency (what a learner can do with the language), students become aware of another culture, thereby enhancing their global perspectives. An effective instructional sequence involves setting the stage and providing input, guided practice, evaluation, extension of instruction, and homework assignments. An examination of these components reveals the complex process of learning another language.

INDIANA

From the Philosophy section of the 1986 **Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools**, Indiana Department of Education in Cooperation with the Office of School Programs at Indiana University, page ix:

. . . to prepare young people to become culturally sensitive and communicatively competent travelers, students, and/or workers in other societies and cultures in the world, to interact positively and more effectively with the native speakers they meet and work with in this country, and to evolve more of those capabilities needed for productive citizenship in Indiana, the United States and the world.

NEW YORK

From the 1987 **Modern Languages for Communication: New York State Syllabus**, The State Education Department/The University of the State of New York, pages 3-4:

Philosophy

. . . it is important for every person to acquire the skills for communication with others and for cross-cultural understanding. . . . Empirical findings indicate that second language study:

- fosters a sense of humanity and friendship;
- increases students' adaptability to different environments and modes of acting and thinking;
- furnishes the key to thinking patterns, cultures, and social institutions of other peoples;
- provides insights into the human mind and language itself;
- prepares students for a world in which nations and peoples are increasingly interdependent;
- develops the skills and habits essential to the learning process, creative inquiry, and critical thinking;
- helps students to increase their sensitivity to and understanding of the language, values, customs, and traditions of others;
- leads students to discover and examine their own personal values and civic responsibilities;
- provides insights into America's values and an appreciation of national responsibilities in the world community;
- is an asset to many careers and to professional advancement.

. . . All students deserve the opportunity to study a second language in order to prepare themselves for an informed and productive role in tomorrow's world community.

Goals

. . . critical thinking, reasoning skills, the synthesis of knowledge, humanistic understanding, social awareness, creativity, and self-esteem . . . are the foundation of the three major goals of the modern language syllabus:

> COMMUNICATION The primary goal of second language teaching is the achievement of functional communication in the context of the target language culture.
>
> CULTURE Achievement of the cultural goals will enable students to develop greater understanding and appreciation of cultures in other countries as well as their own country and community.
>
> GENERAL EDUCATION Instruction in a second language is an integral part of the students' total learning experience and will provide a basis for interdisciplinary activity.

WISCONSIN

Digested from "Philosophy and Framework" in the 1985 **Guide to Curriculum Planning in Foreign Language**, Wisconsin Department of Public Instruction, pages 8-13:

Establishing a Philosophy

. . . The information . . . is intended to give educators a basis for developing their local philosophy of language education.

- Foreign languages provide a significant experience in international education.
- The need to cultivate international understanding through effective communication has become more urgent.
- Today we are more aware of our cultural diversity as a multi-ethnic society and we are identifying more with our ancestral roots.
- Foreign languages are particularly well suited for providing practice in learning-to-learn skills such as reasoning, conceptualizing, analyzing, and problem solving.

- The United States faces a highly competitive international market in which knowledge of other languages and cultures is vital for our economic survival.

- That foreign language study is associated with high achievement in basic subjects is supported by the data . . .

- Foreign language study [provides both] immediate and long-range personal benefits.

- . . . the consensus is that some kind of significant contact with another language should be provided for all students, at some stage in their educational experience . . .

- Valuable job opportunities exist for those who combine foreign languages with another skill . . .

Similarly, major national organizations are suggesting goals for language education. Several have published guidelines, reports, and curriculum updates for their members and the education profession at large. Several of these are listed in the Bibliography in Appendix G. Among the most thorough is the 1986 publication by the College Board (CB), **Academic Preparation in Foreign Language**, which proposes a proficiency-based curriculum and suggests learner outcomes for modern and classical languages in the areas of speaking, listening, reading, writing, and culture. Additional outcomes are developed for advanced students. The CB document also addresses curriculum planning, teaching strategies, and current issues in language education.

The next chapter presents Model Learner Outcomes for World Languages education in Minnesota. They suggest ideal program outcomes for students engaged in language study throughout their elementary and secondary schooling. Programs of shorter duration must choose those outcomes that reasonably reflect the time available, the needs of the students and the community, and the philosophy of the district, school, and staff. Together with the process for developing curriculum outlined in Chapter 4, these Model Learner Outcomes can serve the individual teacher, language department, and school administration as a point of reference in program design and evaluation.

3

MODEL LEARNER OUTCOMES FOR WORLD LANGUAGES

Chapter 3 presents a range of learner outcomes that can be used to develop specific, proficiency-based language programs in the schools. The entire set of outcomes will only be appropriate for a program in which students begin the study of a language in the early years of elementary school and continue with the same language through grade 12. Programs of shorter duration will draw on fewer of the outcomes. While the numbering of outcomes in each section might seem to suggest a progression or ranking, no absolute order is implied. As local curricula are developed, the sequence of selected outcomes will be tailored to individual circumstances.

These Model Learner Outcomes for World Languages are related to current work in the area of proficiency by the American Council on the Teaching of Foreign Languages (ACTFL) and other agencies. Their collaborative efforts have resulted in the publication of the ACTFL Proficiency Guidelines. Proficiency--what learners can do with the language they are acquiring--is the underlying philosophy of this document and a guiding principle for the development of curriculum and instruction as suggested in Chapter 4. Appendix A relates these outcomes to the ACTFL Proficiency Guidelines. Appendix B lists some implications of the Guidelines for curriculum and instruction. In addition to the generic Guidelines in Appendix A, language-specific Guidelines for French, German, Japanese, Russian, and Spanish are available through ACTFL (see Resource Item 11, Appendix H).

In each learner outcome document published by the Minnesota Department of Education, the outcomes are referenced to the Learner Goals of the Minnesota State Board of Education (SBE) in Chapter 1. Each outcome is classified according to one or more of three domains of development:

Psychomotor	Cognitive:	Affective
	Knowing	
	Applying	
	Integrating	

The cognitive domain categories are based on Bloom's Taxonomy. The classification may also indicate these other important areas of emphasis in Minnesota:

International/Global Education
Multicultural Education
Gender-Fair Education

These and other terms from Chapters 1-4 are defined in the Glossary (Appendix F).

Future versions of this document will correlate the outcomes with the Minnesota Assessment Program, a computerized bank of items and strategies for evaluation.

LANGUAGE USE

The overall goal of the language program is the development of communicative language proficiency within a cultural context. Proficiency is defined by ACTFL as "the range of tasks that the individual can perform in the context of real life." These tasks may involve one or more receptive skills (listening and reading) or expressive skills (speaking and writing). The degree of proficiency a learner may attain will depend on a combination of factors including motivation, ability, class length and size, years of study, articulation from year to year and school to school, teaching/learning strategies and materials, and maximum use of the language. Learners may also reach different levels of proficiency in listening, speaking, reading, and writing, developing a "profile" unique to each student.

While it is most probable that the individual skills will rarely be used in isolation in a communication/proficiency-oriented classroom, they are listed separately below. The outcome statements contain some references to the content and functions of communication, but only occasional indications of the accuracy with which the tasks should be performed. Actual decisions regarding content, function, and accuracy will be made when the district curriculum team transposes the outcomes into curriculum. Accuracy statements are included in the ACTFL Proficiency Guidelines in Appendix A. Suggested relationships of the outcomes to proficiency levels in the Guidelines are also shown in Appendix A.

A. LISTENING

Long neglected or taken for granted in the language classroom, listening has come to be regarded as critical in the language acquisition process. To develop these skills, learners must have ample opportunity to hear the language from the beginning of instruction. An extended listening period in the early stages of acquisition, during which learners are not expected or required to respond in the target language (L2), encourages students to listen for meaning rather than to listen for speaking. As learners are surrounded with meaningful language at the beginning level, they build up

an inventory of meanings associated with target-language vocabulary and structures and they develop strategies for extracting meaning from authentic oral messages. They will later draw on these meanings to express their own ideas in speaking and writing. Reading skills will develop much more quickly if basic messages in the language are already well understood through listening.

Because listening skills develop more quickly than speaking skills, emphasis on listening at every stage of language acquisition will allow learners to deal with concepts and ideas, topics and contexts that are of interest to them but are beyond their ability to discuss. Successful communication through listening can give learners a sense of achievement and progress even when their speaking, reading, and writing skills are far below their native-language level of performance.

Assessment of listening proficiency may require responses to be physical or in the native language (L1). Once other skills have been introduced, care must be taken when linking listening with speaking, reading, or writing, that only listening is being judged.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 3. B. 2. B. 13.	**A. LISTENING**		
	1. The learner discriminates between sounds and utterances in English and in the target language.	Knowing Multicultural	
	2. The learner discriminates among sounds and some basic utterances in the target language.	Knowing	
	3. The learner recognizes differences in meaning resulting from sound pattern variations in the target language such as intonation, pitch, juncture, tone, and other features.	Knowing Multicultural	
	4. The learner understands some isolated words or short phrases such as cognates, borrowed words, and high-frequency social conventions (Bonjour! Auf Wiedersehen! ¡Gracias!).	Knowing Multicultural	
	5. The learner understands short, learned utterances and some words and phrases from simple questions and statements, high-frequency commands and courtesy formulae that refer to basic personal information or the immediate physical setting.	Knowing	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	6. The learner responds appropriately to clearly audible commands by a speaker using familiar vocabulary or contexts.	Applying Psychomotor	
	7. The learner understands simple greetings, idiomatic expressions, questions, and commands in common situations.	Knowing	
K. 2.	8. The learner can recognize and extract meaning from familiar material embedded in largely unfamiliar language to understand a portion of the message.	Applying	
I. 1. K. 2.	9. The learner feels confident in the ability to extract some meaning from oral messages in the target language even when much of the message is unfamiliar.	Affective	
	10. The learner understands short, familiar communications as well as recombinations of previously learned material in face-to-face conversations.	Applying	
K. 2.	11. The learner can distinguish but not fully comprehend different types of authentic listening situations such as commercials, newscasts, or weather reports.	Applying Multicultural International/ Global	
	12. The learner understands recombinations of previously learned material on an increasing variety of topics, not only in face-to-face settings but also in short, routine telephone conversations, simple public announcements, and media reports.	Applying Multicultural	
	13. The learner understands the speaker of the language who uses standard pronunciation, intonation, and pitch when conversing on subjects familiar to the learner's everyday experiences such as school life, family life, sports, and leisure-time activities.	Applying	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	14. The learner is able to sustain comprehension over longer stretches of conversation, narration, and description on a number of topics pertaining to different times and places.	Applying	
D. 1.	15. The learner values the opportunity to hear native and non-native speakers use the target language.	Affective Multicultural	
C. 1.	16. The learner uses clues such as context, body language, and structural cues to understand messages that contain both new and familiar material.	Applying	
	17. The learner is able to understand the main idea and most details of extended conversation, narration, and description dealing with a variety of topics in different time frames or aspects and in a variety of comprehension settings such as interviews, lectures, and news reports dealing with factual information.	Applying	
E. 5.	18. The learner can detect some subjective elements of a message such as mood, urgency, and the speaker's feelings or attitude.	Applying Multicultural	
I. 1.	19. The learner feels satisfaction in comprehending oral messages in the target language.	Affective	
D. 1. M. 1.	20. The learner is able to understand most messages associated with travel, school, or work in the target culture, including social situations, as communicated by a variety of native speakers.	Applying Multicultural Gender Fair International/ Global	
C. 1.	21. The learner is able to understand most speech in a standard dialect with an emerging awareness of culturally implied meanings.	Applying Multicultural International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1.	22. The learner is able to understand the language spoken with some regional variations of standard speech when a speaker converses on familiar topics.	Applying Multicultural	
C. 1.	23. The learner is able to distinguish between fact and opinion and actual and implied meaning in a spoken message.	Integrating	
E. 2. H. 1.	24. The learner derives information about the social context of a spoken message from the language used by the fluent speaker.	Integrating Multicultural Gender Fair International/ Global	
D. 1. E. 5. H. 1. I. 5.	25. The learner values the information and ideas obtained from listening to native speakers.	Affective Multicultural Gender Fair International/ Global	

B. SPEAKING

Communication is the goal of the speaking skills described in these outcomes. Speaking is often the greatest source of stress for the language learner, in part because early emphasis has often been on the surface features of the spoken language—pronunciation and grammatical accuracy—rather than on successful communication of a message. An extended listening period will help learners gain vocabulary as well as confidence in their ability to shape messages before they speak. Sensitive correction procedures also encourage oral communication.

Oral proficiency develops in a climate of active communication in which students interact primarily with one another. Learners are encouraged to express their own meanings in a variety of contexts and functions related to the target culture. Speaking skills develop most readily when learners have numerous opportunities to speak in situations where emphasis is on the successful communication of a message that has meaning both for the speaker and the listener. While there is concern for the development of accuracy from the beginning of instruction, an emphasis on error correction may inhibit both communication and language acquisition.

Assessment of oral proficiency is often linked with other skills--most frequently listening, but sometimes reading. Care must be taken to assure that these linkages do not distort the testing situation; therefore, in some instances, the native language (L1) may be used to elicit oral expression in the target language (L2).

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 4. B. 2. B. 13.	**B. SPEAKING**		
D. 1.	1. The learner controls the sound system of the language with increasing facility until s/he can be understood by a native speaker accustomed to dealing with foreigners.	**Knowing Applying Psychomotor Multicultural International/ Global**	
M. 1.	2. The learner produces memorized utterances such as words and short phrases in order to satisfy basic needs in the classroom and in areas of personal concern.	**Knowing Applying**	
D. 1. I. 1. K. 2.	3. The learner is willing to attempt communication, even with much inaccuracy, if the alternative is no communication at all.	**Affective**	
	4. The learner can formulate simple sentences, questions, and commands using learned material.	**Applying**	
D. 1.	5. The learner uses memorized strategies to manage conversations with fluent speakers in order to ensure that messages are comprehensible, for example, encouraging a speaker to speak more slowly, rephrase, repeat.	**Applying**	
C. 1.	6. The learner can react appropriately in a familiar social situation without complications.	**Applying**	
C. 1.	7. The learner can maintain face-to-face conversation on topics of personal interest and need, forming and responding to simple questions and statements.	**Integrating**	
C. 1. D. 1. I. 1.	8. The learner is enthusiastic about the realization that s/he can communicate directly in another language.	**Affective**	
C. 1.	9. The learner appropriately uses one-word or incomplete utterances as well as complete sentences, as called for by the context.	**Applying**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1.	10. The learner is able to narrate and describe factual topics beyond basic survival needs.	Applying	
	11. The learner is able to express experiences occurring in present, past, and future time.	Applying	
C. 1. D. 1.	12. The learner converses in a clearly participatory fashion on a variety of topics of personal and public interest.	Applying	
C. 1.	13. The learner elicits vocabulary needed in order to express desired or precise meaning, using conversational strategies such as questions, restatement, and paraphrasing.	Integrating	
C. 1.	14. The learner uses circumlocution, approximation, and similar strategies to communicate meaning for which unknown words or forms are needed.	Integrating	
C. 1. D. 1. M. 1.	15. The learner is able to perform most communicative tasks associated with travel, school, or work in the target culture, including social situations, with a variety of native speakers.	Integrating Multicultural International/ Global	
C. 1. D. 1. I. 1.	16. The learner values the ability to use another language to meet everyday needs in another culture.	Affective Multicultural International/ Global	
	17. The learner uses narration and description with increasing length and detail for a variety of topics.	Integrating	
C. 1. C. 5. D. 1. E. 1.	18. The learner adapts learned vocabulary, idiomatic expressions, and grammatical patterns to express personal feelings, needs, and desires.	Integrating	
C. 1. D. 1. E. 1. E. 2. E. 3.	19. The learner chooses a speaking approach that is appropriate to the context: formal or informal, business or social, friendly or impersonal.	Integrating Multicultural International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 5. I. 1. I. 5.	20. The learner values the use of another language for expressing personal feelings and ideas.	Affective	
C. 1. C. 2.	21. The learner develops the ability to support opinions, explain in detail, and hypothesize.	Integrating	

C. **READING**

As receptive skills, reading and listening share some similarities, particularly as problem-solving activities. Appropriate responses to messages comprehended by the listener or reader may be intellectual, emotional, or physical. However, reading tends to be more abstract than listening to spoken language, which can provide voice inflection, gesture, and body language as clues to meaning. On the other hand, readers have more access to the message; they can look back or ahead for clarification. The learner can also use illustrations, diagrams, and other context clues to derive meaning from the printed text and to develop inferencing skills.

Most second language learners already have developed reading skills in their first language. It is the task of the L2 teacher to help the learner transfer these skills to the new language setting. When students read material that they have already encountered orally and for which they already have some background, they can begin very early to read for content and information. The learner's goal is to read actual texts from the target culture, which can be introduced effectively in the earliest stages of instruction. The beginner may also require some simulated authentic materials.

Reading aloud is often more a test of oral production than of comprehension. In fact, the oral reader rarely focuses on meaning. Skill at reading aloud should not be confused with reading proficiency. Like listening, the assessment of reading may require physical or native-language responses to avoid testing two skills at once.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 1. B. 2. B. 13.	C. **READING**		
	1. The learner recognizes the symbols of an alphabetic and/or syllabic writing system or a number of characters in a system that uses characters.	**Knowing** **Multicultural** **International/ Global**	
A. 3.	2. The learner associates the sounds with the written symbols of the target language.	**Applying**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 4.	3. The learner reads familiar material aloud with comprehensible pronunciation and intonation.	Applying Psychomotor	
C. 1.	4. The learner uses clues from punctuation and other writing conventions to interpret word and sentence meanings.	Applying Multicultural International/ Global	
C. 1. M. 1.	5. The learner reads and understands vocabulary in areas of practical need such as items on menus, schedules, timetables, maps, and signs.	Applying International/ Global	
I. 1.	6. The learner values the ability to acquire, validate, and use information printed or written in another language.	Affective International/ Global	
C. 1. M. 1.	7. The learner understands main ideas and/or some facts from simple, connected texts dealing with basic personal and social needs, such as notes, public announcements, and short, straightforward instructions.	Applying	
C. 1.	8. The learner reads and understands a simple text from a familiar context without recourse to translation.	Applying	
C. 1.	9. The learner uses a variety of clues--contextual, structural, and morphological--as well as a knowledge of borrowed words and cognates, where appropriate, to interpret word and sentence meanings.	Applying	
D. 1. I. 5.	10. The learner gains enough meaning from target-language newspapers and magazines to derive satisfaction from looking through them.	Applying Affective International/ Global	
C. 1.	11. The learner reads and comprehends increasingly longer texts featuring narration and description for topics in which the reader has personal interest and/or knowledge.	Applying	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
D. 1. I. 5.	12. The learner values reading in the target language as a way to obtain knowledge that is important for personal reasons.	Affective Multicultural International/ Global	
C. 1.	13. The learner extracts key or core meaning from largely unfamiliar material using a variety of clues--contextual, structural, and morphological--as well as knowledge of borrowed words and cognates, where appropriate.	Integrating	
C. 1.	14. The learner understands temporal references in uncomplicated texts such as invitations, letters, non-technical articles, and simple prose and poetry.	Applying	
E. 5. I. 5.	15. The learner derives sensory impressions and personal meaning from simple prose and poetry by selected authors.	Applying Affective	
B. 1. B. 2. D. 1. E. 5. I. 5.	16. The learner values reading in another language as a potential source of information, recreation, and enjoyment.	Affective International/ Global	
C. 1. C. 3. C. 4.	17. The learner chooses reading techniques for different purposes such as skimming, reading for the main idea and/or facts, following directions, collecting data, reading critically, or reading to make inferences or to predict outcomes.	Integrating	
A. 6. C. 1. D. 1. M. 1.	18. The learner uses reference materials from the target culture and locates information in the target language through community resources such as a public or school library, bookstore, or database.	Applying Multicultural International/ Global	
C. 1.	19. The learner makes effective use of English and/or target language resources such as dictionaries and glossaries when context, orthographic, and structural/ morphological clues fail to yield meaning for the text.	Applying	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. D. 1. I. 5.	20. The learner values reading as a way to learn new concepts as well as more about other cultures.	**Affective Multicultural Gender Fair International/ Global**	

D. **WRITING**

Writing and speaking are expressive skills and are most meaningful when students have some realistic communicative purpose in mind. Beginning writers should draw on topics for which they have vocabulary and background knowledge, both acquired through oral experiences and related to their own interests or needs. Students can begin at very early stages to use writing as a means of communication, writing messages rather than drills and expressing meanings rather than copying patterns.

Because writing is usually a less spontaneous means of expression than speaking, it is often easier and more appropriate to apply a higher standard of accuracy for written than for oral work. However, sensitive correction that emphasizes errors in communication above errors in form will be most effective in encouraging both writing and accuracy.

In testing writing proficiency, care must be given not to assess two skills at once, particularly at the lower levels. Appropriate stimuli for writing samples may include visuals or directions in the native language.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 2. B. 2. B. 13.	D. **WRITING**		
	1. The learner forms the letters of an alphabetic system or copies and produces the basic strokes in systems that use syllabaries or characters.	**Knowing Psychomotor Multicultural International/ Global**	
	2. The learner copies familiar words, phrases, and/or characters; reproduces some from memory; and produces romanizations, where applicable.	**Knowing Psychomotor International/ Global**	
	3. The learner can write names, numbers, dates, own nationality, and other simple autobiographical information on forms.	**Knowing**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	4. The learner uses familiar vocabulary to list, identify, and label.	Applying	
C. 1.	5. The learner writes simple, fixed expressions and some recombinations of memorized material.	Applying	
A. 3. C. 1.	6. The learner can make notes on simple oral messages of material known through listening, speaking, and/or reading.	Applying	
C. 1.	7. The learner writes simple statements, questions, and short messages on familiar topics using recombinations of learned vocabulary and structures.	Applying	
C. 1. D. 1.	8. The learner controls standard writing practices well enough to communicate a message to a native reader accustomed to dealing with non-native writers.	Applying	
C. 1. C. 5. D. 1.	9. The learner uses writing to satisfy personal and practical needs, as in letters or journals, expressing some temporal distinctions through vocabulary and/or structure.	Applying	
D. 1. I. 1.	10. The learner values the ability to give information in writing in the target language.	Affective Multicultural International/ Global	
C. 1. C. 5.	11. The learner communicates ideas, feelings, and experiences related to such areas as school and family life, leisure-time activities, and personal preferences in loosely organized paragraphs.	Applying	
C. 1. E. 2.	12. The learner expresses personal ideas in a short letter or postcard using appropriate conventions of the target culture.	Applying	
B. 8. C. 5. I. 1.	13. The learner values the ability to express personal feelings and ideas in writing in the target language.	Affective Multicultural International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1.	14. The learner writes summaries, narratives, and descriptions of a factual nature.	**Applying**	
C. 1.	15. The learner makes reference to present, past, and future time in written communications.	**Integrating**	
C. 1.	16. The learner employs paraphrasing as a writing strategy to compensate for lack of specific vocabulary and/or structures.	**Integrating**	
C. 1. C. 2.	17. The learner writes about a variety of topics with increasing precision and detail, showing an emerging ability to support a point of view.	**Integrating**	
C. 1. E. 2.	18. The learner applies knowledge of typical target-language patterns of paragraph and composition organization.	**Applying**	
B. 8. C. 1. C. 5.	19. The learner uses culturally authentic models to write simple stories, poetry, skits, and advertisements.	**Integrating**	
C. 1.	20. The learner makes effective use of English and/or target language resources such as dictionaries and glossaries to choose words to express desired meanings.	**Applying**	
B. 2. D. 1. I. 5.	21. The learner appreciates writing in the target language as one of the means of interacting with another culture.	**Affective** **Multicultural** **Gender Fair** **International/ Global**	

CULTURE

While most cultural experiences and understandings should occur in conjunction with work in language use, some specific outcomes related to culture can be identified. The increasing interdependence of nations, vastly improved communications technology, and the necessity for global understanding all demand that students learn as much as possible about their own and other cultures from a multicultural perspective. Teachers are aware that, however well prepared, they may not be experts in all areas of culture; they must often deal with questions about culture that arise as students study language in ever-changing contexts.

Therefore, in addition to outcomes in culture, a process for examining another culture is described. An example of the process is contained in Appendix C. This process frees the teacher from the need to assume complete cultural expertise by encouraging students to discover, explore, and react to the target culture and to their own. This process can be used inside and outside the classroom and even beyond formal education as people encounter cultures in different contexts. It will also provide learners with strategies useful whenever they interact with another culture, no matter how separated in time or space from the formal language learning experience. The ultimate culture learning process, of course, occurs when students actually immerse themselves in another culture for a considerable period of time. Indeed, most learners will need an extended experience in the culture to reach the most advanced levels of proficiency.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 2. B. 13. D. 1.	**A. THE NATURE OF CULTURE**		
D. 2. E. 1. E. 2. E. 3.	1. The learner knows that differences and similarities exist among languages, peoples, and their environments.	Knowing Multicultural Gender Fair International/ Global	
H. 1. K. 3.	2. The learner knows that culture is in a constant state of change.	Knowing International/ Global	
C. 1. H. 1.	3. The learner knows that generalizations about culture and/or groups may be inaccurate and misleading.	Knowing Multicultural Gender Fair International/ Global	
D. 2. H. 1. H. 3.	4. The learner knows that culture may be shaped by geographical, historical, and social environments.	Knowing Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3.	5. The learner knows that cultural differences may be evident in common, everyday activities, some of which can be experienced in a language classroom.	Knowing Multicultural Gender Fair International/ Global	
E. 3. H. 2. I. 1.	6. The learner values membership in a cultural group and appreciates that others hold the same value for themselves and their groups.	Affective Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	B. CULTURAL THEMES		
E. 1. E. 2. E. 3. E. 8.	1. The learner knows that within a culture, differences and similarities exist based on age, gender, economic level, place of residence, social level, education, religion, and heritage.	Knowing Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3. H. 1.	2. The learner knows that, among cultures, there are similarities and differences in attitudes toward common human experiences such as birth, illness, death, education, family life, and religion, as well as in the way that basic human needs are met, for example, food, shelter, dress, hygiene, security.	Knowing Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3. E. 8. H. 1.	3. The learner recognizes that interpersonal relationships vary as a result of age, gender, race, ethnicity, and role differences.	Knowing Multicultural Gender Fair International/ Global	
D. 2. E. 8.	4. The learner knows that social control within a culture is maintained by various institutions such as family, church, or state.	Knowing Multicultural Gender Fair International/ Global	
E. 3. M. 6.	5. The learner recognizes the effect of work and leisure on life styles.	Knowing Multicultural Gender Fair International/ Global	
B. 2. D. 1. E. 8.	6. The learner realizes that the concepts of time and space vary from culture to culture.	Knowing Multicultural Gender Fair International/ Global	
B. 2. D. 1. E. 2. E. 3. E. 4. E. 6. E. 8.	7. The learner realizes that gestures and body language are important components of communication and that what is acceptable in one culture may be offensive or misunderstood in another.	Knowing Psychomotor Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
D. 1. D. 3. E. 4. I. 1.	8. The learner recognizes that to be different is not necessarily to be better or worse.	Knowing Affective Multicultural Gender Fair International/ Global	
B. 2. D. 1. D. 4. I. 5.	9. The learner appreciates that enrichment can be experienced through contact with other ways of life.	Affective Multicultural Gender Fair International/ Global	
	C. DISCOVERY AND EXPLORATION OF ANOTHER CULTURE		
D. 1. E. 1. E. 6. H. 1. K. 3.	1. As a result of language and culture study, the learner seeks: a. similarities and differences among cultures, b. differences among groups within a culture and individuals within a group, c. evidence that culture is in constant change, and d. opportunities to experience another culture firsthand.	Applying Multicultural Gender Fair International/ Global	
D. 4. E. 7. H. 1. H. 2. K. 3.	2. As a result of language and culture study, the learner values: a. contributions of other cultures to the United States b. an individual's ability to adjust or to adapt to cultural change (within a culture, from culture to culture), and c. learning about other cultures and their contributions to the world.	Affective Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3.	3. As a result of language and culture study, the learner accepts that: a. there are similarities and differences among cultures, b. each culture has its own value system, and c. comparative judgments are not always valid.	Applying Affective Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
D. 1. F. 2.	D. **A PROCESS FOR EXAMINING CULTURE**		
B. 2.	1. The learner notices or is directed to an aspect of culture in learning materials, teacher presentations, or other sources, including personal experience.	Knowing Applying Multicultural Gender Fair International/ Global	
C. 1.	2. The learner, alone or in a group, makes a generalization about the culture based on this observation.	Applying Multicultural Gender Fair International/ Global	
A. 6. A. 7. C. 3.	3. The learner or group of learners seeks multiple sources of information related to the generalization such as newspapers, magazines, books, films, videos, slides, photos, databases, community resources familiar with the target culture, and native informants. Information is sought about all groups within the culture, majority and minority, in order to assure a multicultural, gender-fair perspective.	Applying Integrating Multicultural Gender Fair International/ Global	
C. 1. C. 2. C. 3.	4. The learner or group of learners questions and compares resources, examining them for potential limitations such as copyright date, intended audience, or purpose, then describes, reports, and analyzes the findings.	Applying Integrating Multicultural Gender Fair International/ Global	
C. 1. C. 2.	5. The learner or group of learners modifies the generalization, continues to seek additional information, and further refines the statement(s).	Integrating Multicultural Gender Fair International/ Global	
E. 7. E. 8.	6. The learner or group of learners may examine a related feature in the native culture using the same process (steps 1-5).	Applying Integrating Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1. C. 2. C. 3. E. 1. E. 2. E. 3. E. 6.	7. The learner or group of learners compares the refined statements about the target and native cultures, describing the similarities and differences and assessing the validity of the comparison.	Integrating Multicultural Gender Fair International/	

Although the process can be applied after any observation is made, it will be most effective if incorporated with language learning, that is, as motivation to learn content, function, register, structure, within the cultural context. It is also suggested that the first encounter with the process might be an example from the native culture (see Appendix C).

KNOWLEDGE ABOUT LANGUAGE

Learners know about language when, in addition to demonstrating proficiency in listening, speaking, reading, and writing in a cultural context, they are also able to make generalizations about how languages operate. They also value this knowledge, which may provide insight into the functioning of the native language, resulting in increased appreciation and understanding of the native language and of all language systems.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. B. 13. D. 1.	A. THE SOUND SYSTEM		
	1. The learner knows that every language has characteristic sounds and other features such as rhythm, intonation, pitch, juncture, and tone.	Knowing	
	2. The learner realizes that similarities and differences exist between the sound systems of the native language and other languages.	Knowing	
	3. The learner knows that speaking another language requires the recognition and production of some unfamiliar sounds or combinations of sounds.	Knowing Psychomotor	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	4. The learner recognizes that the speech of native speakers may vary because of factors such as age, gender, background, heritage, and place of residence.	**Knowing Multicultural Gender Fair International/ Global**	
E. 6.	5. The learner appreciates the sounds of the target language and takes pleasure in producing them.	**Affective Psychomotor**	
B. 1. B. 2. B. 13. D. 1.	B. **THE WRITING SYSTEM**		
	1. The learner understands that the relationship of sounds to written symbols differs from language to language.	**Knowing**	
C. 1.	2. The learner accepts the sound/ symbol system of the target language and strives to use it according to standard practices.	**Applying Affective Psychomotor**	
	3. The learner knows that writing conventions differ from language to language, for example, capitalization, punctuation, direction.	**Knowing**	
B. 1. B. 2. B. 13. D. 1.	C. **VOCABULARY**		
	1. The learner accepts the target language as a unique way of associating vocabulary with meanings that is independent of the native language.	**Affective Multicultural Gender Fair International/ Global**	
K. 2.	2. The learner realizes that knowledge of vocabulary can help in comprehending target-language messages, even when much of the grammar is unfamiliar.	**Knowing**	
	3. The learner understands that the range of meanings covered by specific vocabulary items may differ from language to language.	**Knowing Multicultural Gender Fair International/ Global**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
K. 2.	4. The learner knows that certain vocabulary items may combine in a language to create idioms, that is, expressions that are not explained adequately by the meanings of the component vocabulary items. These idioms are neither directly translatable nor predictable from language to language.	**Knowing Multicultural Gender Fair International/ Global**	
	5. The learner knows that some vocabulary items may have similar sound and/or appearance in closely related languages. These items, known as cognates, may also, but not always, have related meanings.	**Knowing Multicultural Gender Fair International/ Global**	
	6. The learner values the target language for those aspects of vocabulary, idiom, and cognates that make it unique.	**Affective Multicultural Gender Fair International/ Global**	
B. 1. B. 2. B. 13. D. 1.	D. **GRAMMAR**		
	1. The learner knows that while languages may share similar structural components, there may also be significant differences.	**Knowing Multicultural Gender Fair International/ Global**	
	2. The learner is aware that many languages operate much differently than the native language in the way features such as time, space, person, and number are communicated.	**Knowing Multicultural Gender Fair International/ Global**	
	3. The learner accepts the target language as a uniquely structured system.	**Affective**	
	4. The learner knows that successful communication in another language requires the understanding and application of certain grammatical rules and conventions.	**Knowing**	
	5. The learner values communication above knowledge of grammatical rules, but does not disregard accuracy.	**Affective**	

LEARNING A LANGUAGE

Knowledge of how languages function is closely related to other language learning outcomes. It is assumed that as students become aware of the various aspects of language acquisition, they will be able to transfer this knowledge to other language learning situations, thus facilitating that task. A resulting positive attitude may carry well beyond the language classroom. The learner who enjoys the language learning experience, who feels gratified about the progress made, and who is challenged to learn more, is likely to succeed in subsequent language study.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. B. 13. D. 1.	A. **THE NATURE OF LANGUAGE**		
I. 5.	1. The learner recognizes that language is one way in which human beings communicate with one another and that it is possible to learn languages, both in school and non-school settings.	Knowing	
E. 2.	2. The learner realizes that there is different language usage appropriate to different social situations.	Knowing	
	3. The learner knows that many languages are interrelated to varying degrees and that the learning of a new language may be facilitated by the recognition of these interrelationships through such elements as cognates, borrowed words, and syntactic patterns.	Knowing	
	4. The learner knows that insights into native and other languages are gained through language study.	Knowing	
I. 1. J. 1.	5. The learner has belief and confidence that the target language can be learned and wants to continue learning it and, possibly, other languages.	Affective	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. B. 13. D. 1.	B. **LANGUAGE LEARNING**		
	1. The learner knows that communication takes place in the new language when s/he understands or can be understood by a native or other fluent speaker.	Knowing	
	2. The learner knows that errors will occur that may affect communication and that these inevitable errors can be used to improve eventual control of the new language.	Knowing	
A. 6. F. 2. J. 3.	3. The learner knows that there are various individual and group study strategies that may be used to learn a language such as repetition, memorization, practice, pair work, learning games, and role-playing, and that technology can be used to facilitate learning.	Knowing	
	4. The learner recognizes that continued practice and maximum use of the target language help to develop proficiency.	Knowing	
	5. The learner finds models for language expression in teachers, peers, community and family members, native speakers, and media sources.	Applying Multicultural Gender Fair International/ Global	
C. 1. J. 3.	6. The learner applies a variety of learning styles to achieve desired outcomes and chooses the one(s) that may be best for each task.	Applying	
A. 7. E. 1.	7. The learner observes native speakers to detect appropriate gestures and body language that may accompany oral communication.	Applying Multicultural Gender Fair International/ Global	
	8. The learner realizes that languages can be learned without recourse to the native language or translation.	Knowing	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1.	9. The learner applies context and structure clues to learn vocabulary, recognizing whether native-language strategies can be transferred to the target language or not.	Applying	
	10. The learner who desires grammatical explanations knows they can be obtained in many textbooks or from the teacher.	Knowing	
	11. The learner knows that dictionaries and glossaries can be used to confirm inferred meanings and to find meanings for unknown vocabulary, but recognizes that skill is needed in their use.	Knowing	
B. 10. J. 3. J. 5. M. 4.	12. The learner realizes that language acquisition and maintenance require continuing practice if the skills and understandings are to be useful for future work or leisure activities.	Knowing	
	13. The learner desires to continue to use and study the target language in order to communicate across cultures.	Affective Multicultural International/ Global	
J. 6.	14. The learner knows that the target language can be used to acquire new concepts and information in any area of interest or need.	Knowing	
E. 6. E. 7.	15. The learner accepts that any language can be a vehicle for acquiring knowledge and information or exchanging ideas.	Affective	
J. 6.	16. The learner believes that having acquired some proficiency in one non-native language will influence acquisition of subsequent languages.	Affective	

4

DEVELOPING AND TRANSPOSING THE WORLD LANGUAGES LEARNER OUTCOMES INTO CURRICULUM AND INSTRUCTION

INTRODUCTION

In Minnesota, responsibility for curriculum is shared by the local school district and the state. The Minnesota State Board of Education has established rules for curriculum offerings at the elementary and secondary levels and minimum requirements for graduation from high school. The local district may require more than the state prescribes, but not less. Delivery of the curriculum is largely a local district option.

The PER Law (Planning, Evaluating, and Reporting; M.S. 126.66-67), which was originally enacted by the Minnesota Legislature in 1976, guides districts in the process of curriculum development, assessment, and revision. This law requires districts to adopt a PER policy statement and implementation plan, design a systematic plan for curriculum development and evaluation, and establish a Curriculum Advisory Committee. PER is the heart of the **Coordinated Model for Educational Improvement** developed by the Minnesota Department of Education. All eight components of the **Coordinated Model**, including the PER Law, are described in a set of nine documents published by the Minnesota Department of Education in June 1986.

At the district level, many persons share in the process of curriculum development and implementation:

- classroom teachers
- curriculum specialists
- curriculum generalists
- administrators
- boards of education
- parents
- other community members
- students

Curriculum advisory committees with representation from each of these groups should have both time and resources to develop a comprehensive program that is outcome-based and articulated across levels. A district model for curriculum development should be available for use by all committees and a cycle for periodic review must be established.

Smaller districts may find that they have too few staff with expertise in curriculum development at the various levels of instruction or in the content areas to provide depth and breadth for the many committees required by this process. One possible solution is for groups of districts to cooperate in the formation of committees and the employment of a curriculum specialist. Leadership for such a plan can also come from the regional Educational Cooperative Service Unit (ECSU) or a college or university in the area.

While the size of the curriculum development team may be limited by local circumstances, the world languages curriculum committee must represent every level and language included in or proposed for the language program. There should also be a balance of males and females, minority and majority groups. In addition, counselors, media specialists, and representatives of related disciplines (social studies, art, music, communications) can provide valuable insights. Students, parents, board members, administrators, and district or building curriculum staff are important constituencies to be considered for the committee. Representatives from the community at large, including business people with ties to the international community, may be invited to advise the committee, as well.

This chapter suggests a process for developing, assessing, and revising local curriculum for courses in world languages using procedures established by PER and the **Coordinated Model**. To assist the schools, a set of learner outcomes has been determined by a team of language educators representing all levels of instruction and supervision, all regions of the state, and both commonly and less commonly taught modern languages. These Model Learner Outcomes (Chapter 3) are referenced to the Learner Goals of the Minnesota State Board of Education, which in turn are based on the statements of values, philosophy, and mission adopted by the State Board (see Chapter 1).

The Model Learner Outcomes presented in this document offer a framework for developing a proficiency-based curriculum at the local level. The entire set of outcomes will only be appropriate for a program in which students begin studying a language in the early years of elementary school and continue with the same language through grade 12. Local variations in curriculum, student population, staff, community priorities, and budget will require selection and modification of these outcomes.

Several program models are described in this chapter. The curriculum planning and course description forms in Appendix D and Appendix E reflect the process suggested below; they can be used for planning and assessing both language sequences and individual courses within a sequence. At the end of the chapter are sample curriculum planning forms (Appendix D) for four different models and a partial example of a course description form (Appendix E).

Another method for transposing model learner outcomes into curriculum and instruction is contained in the **Coordinated Model for Educational Improvement** proposed by the Minnesota Department of Education. The pertinent documents are **Goal and Outcome Specification Process** and **Instruction Process**. A sample set of the four curriculum development forms designed for this process is included at the end of this chapter.

The College Board publication, **Academic Preparation in Foreign Languages: Teaching for Transition from High School to College**, also outlines a process for moving from overall program outcomes to decisions about the content of specific courses. This 1986 book provides both excellent examples of the process and strategies for implementing a proficiency-based curriculum.

PLANNING THE WORLD LANGUAGES PROGRAM

The steps outlined below suggest components of a curriculum planning process for use by a district curriculum committee. If a new program is being developed, all steps should be followed. When an established program is being reviewed or revised, one or more of the steps might be omitted, although it is advisable to address each briefly in order to assure a complete review. Taking stock of an existing program is an important early activity in the assessment phase of the curriculum review cycle.

The steps to consider when planning or reviewing the language curriculum include:

- Establishing statements of philosophy and mission
- Choosing the language(s) for the program
- Developing program outcomes
- Determining the length and nature of the language sequence
- Reviewing and verifying program outcomes
- Determining course outcomes
- Selecting methods, materials, and activities
- Integrating media and equipment
- Designing the course setting
- Planning for assessment

ESTABLISHING PHILOSOPHY and MISSION

The world languages curriculum committee will work first with the district or school philosophy statement and mission statement to to develop similar statements for the language program such as:

Philosophy of World Languages Education
(a statement of beliefs)

Mission for the World Languages Program
(a statement of purpose)

Information in Chapters 2 and 3 may be helpful in developing these statements.

CHOOSING LANGUAGES

When choosing a language for a new program or to expand an existing program, these factors should be considered:

- student and community interest or need, often based on ethnic background, business concerns, social service demands, or academic considerations
- available staff, now and in the future, who are proficient in the language and culture and who possess the personal and professional skills that contribute to a successful program
- student enrollment potential to support a continuing program
- the language(s) of the wider community (region, state, nation), including classical and heritage languages
- the languages of the world, including those needed for economic competitiveness, national security, and leisure

Students who become proficient in one language and culture have acquired skills that transfer to future language learning situations. Unless there are overwhelming reasons why a specific language should be offered in a district, access to language instruction is more important than the opportunity to study a particular language.

According to the Wisconsin Department of Public Instruction's 1985 **Guide to Curriculum Planning in Foreign Language:**

> Business people have pointed out that by learning any second language, an employee becomes sensitized to all other cultures, and hence, interacts better with people from other nations. The choice of language is not as essential as having a choice to study a foreign language. While one cannot predict the language most needed in the future, one can be assured that learning a second foreign language is easier after learning the first. The process of learning a foreign language makes acquiring future languages possible. (Page 13.)

Therefore, while the choice of language, particularly the first language for a program, is important, factors such as competent staff and sequence length may be more significant.

If more than one language can be supported in a district, a careful selection process should be followed. Decision makers should first determine whether current offerings are sufficient in length and quality to fulfill the needs of the students and the community. Generally, new languages should not be added if they will adversely affect existing programs. It is usually better to support an extended sequence for one successful language program than to offer shorter sequences in two or more languages.

Modern Languages

A strong case can be made for each of the languages most commonly taught at present in Minnesota (French, German, Spanish) as well as for Arabic, Chinese, Hebrew, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Swahili, Urdu, and the American Indian, Scandinavian, and Southeast Asian languages spoken in the state. Spanish is culturally and linguistically important in the United States and is the language of most of Latin America. More Minnesotans claim German ancestry than any other ethnic heritage and German provides access in Europe to both the Western and Eastern blocs. French is spoken close to home in Canada, New England, and the Caribbean, and in distant Africa and the Pacific; it continues to enjoy traditional associations with European culture. Each language provides means to interact with a variety of peoples, cultures, geographies, governments, and economic systems. The less commonly taught languages such as Chinese, Japanese, Ojibwe, Russian, and the Scandinavian languages offer similar insights and satisfactions.

Classical Languages

Among the languages offered in a district may be Classical Greek and Latin. While some may consider them to be "dead" languages and cultures, both live in their present-day offspring, Modern Greek and the Romance languages. Classical culture is also alive in its contributions to contemporary civilization. Research results are available that show that the study of Latin and Greek has a positive effect on students' understanding of language and their acquisition of English vocabulary. In addition to language skills and insights, students gain an opportunity to encounter some of the greatest works of Western literature in the original. Firsthand experience with classical authors provides a context for a deeper and more comprehensive understanding of cultural expression from the medieval to the modern era. Western culture has been heavily influenced by classical civilizations and, like every society, is better understood in light of its own past.

Another ancient language available in some schools is Hebrew. Alone or combined with the study of Modern Hebrew, this language presents another important culture to learners.

Although the Model Learner Outcomes in Chapter 3 address proficiency development in modern languages, instruction in classical or ancient languages and cultures can borrow from them, particularly in the area of reading. **Model Learner Outcomes for Classical Languages** are in preparation for publication in 1988-1989. In the meantime, experts in the teaching of classical languages will find many applications and ways to adapt this document to their needs. The process for curriculum development is useful for any language.

DEVELOPING PROGRAM OUTCOMES

Once the district determines or reviews the language(s) to be offered, it is time for the curriculum committee to make initial decisions regarding the outcomes that will be expected of students in the program. These descriptions of what graduates of a program will be able to do are sometimes referred to as "terminal outcomes."

The committee may use or adapt the Model Learner Outcomes in Chapter 3 or choose to develop their own. They may also want to use the ACTFL Proficiency Guidelines in Appendix A to determine the proficiency levels to be attained by students. Planners may also want to review the "Principle Implications" listed in Appendix B as they develop program outcomes, predict proficiency profiles, and continue the curriculum process.

DETERMINING the LENGTH and NATURE of the WORLD LANGUAGES PROGRAM

With a general idea of the learner outcomes in mind, the committee can determine the length of time needed for the world languages sequence. Consideration must also be given to the nature of the program, that is, the intensity of the students' language experience. The longer the sequence and the more meaningful and intensive the language experience is, the greater the students' proficiency will be.

World languages are an elective area in Minnesota schools and districts have developed many program models to meet local needs and priorities. Some of the models currently in use in Minnesota and the nation are:

Program Models

Senior Secondary This program model offers two, three, or four years of study to students in a three- or four-year high school (grades 10-12 or 9-12). All such schools in Minnesota are required by State Board of Education Rules (3500.2010 and 2110) to make available two courses (240 clock hours) in one modern or classical language. At present, this is the only rule that mandates language course offerings in Minnesota schools.

This sequence offers the least amount of time and restricts the level of proficiency attainable. In terms of college preparation, a minimum of three years may be necessary to meet proficiency-based entrance standards such as those in place for the College of Liberal Arts at the University of Minnesota-Twin Cities. Other postsecondary schools require two years for entrance and/or allow students to use the knowledge and skills they gain in high school to satisfy college graduation requirements, many of which are being strengthened or developed at this time. Districts interested in Advanced Placement or International Baccalaureate programs should plan on a minimum of a four-year sequence. Students who are able to use high school work to satisfy college requirements have more time and tuition money for advanced language study or work in major/minor fields during their college years.

Contact hours: 120-155 per year; 240-640 per sequence

Junior-Senior Secondary Three sequence options exist:

1. A **four-year sequence** in grades 9-12 (see description above).

2. A **five-year sequence** in grades 7+8-12 or 8-12. If instruction in the first "year" is spread across grades 7 and 8, scheduling options include:

   a. one-half period every day or one-third of two periods every day, or
   b. a full period every other day, or
   c. one semester each year.

3. A **six-year sequence** in grades 7-12.

When the program begins in the junior high or middle school, specific attention in course design must be given to the special needs of the transescent/early adolescent learner (ages 10-14), who is in a critical period of cognitive, physical, social, and emotional development.

Contact hours: 120-160 per year; 480-960 per sequence

Elementary-Secondary Students who begin to learn a language in the elementary grades should be able to continue studying that language without interruption through grade 12. Currently, the two most popular models for beginning this kind of articulated sequence are:

1. **FLES** (Foreign Language in the Elementary School)

   FLES programs can introduce language learning to students beginning as early as Kindergarten or in any of the elementary grades. There is no recommended grade level for beginning this experience; determining factors in each district must include available staff, coordination with the K-6 curriculum, and the commitment to a continuous program by staff and students.

2. **Immersion**

   There are several types of immersion programs. In a **total immersion** program children receive all their instruction in a second language, usually beginning in Kindergarten or grade 1. The regular elementary curriculum is taught with the immersion language as the medium as well as the content of instruction. The native language is gradually reintroduced as a medium of instruction after the immersion language is firmly established, but the new language continues to hold a significant place in daily instruction throughout the elementary school years.

   Some districts choose **partial immersion** programs in which only half of the day's lessons are taught in the immersion language. The most frequently designated content areas are social studies, science, math, art, music, and physical education. Other variations of the immersion model include:

   a. **early immersion**, beginning in Kindergarten or grade 1;
   b. **delayed/middle immersion**, beginning in grades 4-5; and
   c. **late immersion**, beginning in middle/junior high school.

   In early total immersion, the balance between instruction in the native language and the immersion language reaches 50 percent by grade 5. Delayed or late immersion programs are almost always preceded by several years of FLES instruction.

   Research results show that immersion students not only acquire a high level of proficiency in the new language but they also meet or exceed

the levels of mastery of the regular school curriculum attained by their monolingual peers. They also show gains in higher order thinking skills and cross-cultural understanding.

When immersion program students enter secondary school, they need special courses to help them maintain and further develop proficiency. These can be a combination of language courses and content-area courses (math, science, art, social studies, practical arts, humanities) taught in the immersion language.

Contact hours: Vary according to the program model

Articulation

Articulation is a critical issue in program design. Learners should never feel they are "starting over," especially as they move from one building or teacher to another; rather, they should progress through a planned and coordinated program that stresses proficiency development in language use and cultural understanding.

The school schedule should be flexible enough to allow students to elect language courses in all years of the sequence--courses that feature maximum time on task and maximum, consistent use of the target language in class by teachers and students. The more time learners have, the better chance they have to develop and maintain a level of proficiency that will be useful to them in further education, career, or leisure activities. Schools should plan and encourage student participation in language sequences that start early and provide continuous opportunities for language development and maintenance.

Additional Models

Two other program models exist for elementary and secondary school students in Minnesota:

1. **FLEX**

Foreign language exploratory/experience (FLEX) programs are usually of short duration--a semester or a quarter. They may be offered in elementary, middle, junior high, or senior high school. They may acquaint students with one or more languages and cultures, usually those available later in the school program, or provide a general overview of the languages and cultures in the local community, the nation, or the world. In the first model, students can begin their journey toward proficiency; in the second, the main goals are linguistic and cultural awareness. Participation in one or more FLEX programs helps students to make a more informed decision regarding further language study: they are able to "try on" languages and cultures and to see which "fit" the best. FLEX

programs may also help students explore careers in which knowledge of languages and cultures is an important adjunct skill.

2. **Auxiliary**

These programs exist outside of the regular school day or year. They may be multi-language, FLEX-type, or single-language programs offered before or after school, on weekends, or during the summer. They may be sponsored by a school district or a community group such as a PTSA, an ethnic organization, an independent language school, or a college/university. The length and nature of these programs vary widely, from an hour per week for 6-10 weeks in community education to a month or more of intensive, day-long summer experiences.

Even though FLEX and auxiliary programs may not be part of an articulated sequence, it is important to specify goals and outcomes for them. Content and learning activities should be appropriate for the age of the students. Staff responsible for articulated sequences should be aware of these programs so they may acknowledge this experience when students enter the "regular" program. These professionals may also assist in planning, teaching, and evaluating FLEX and auxiliary programs.

REVIEWING PROGRAM OUTCOMES

Once the nature and length of the language sequence have been determined, the curriculum committee should review the list of learner outcomes selected earlier. There may be a need to add or delete program outcomes at this time.

DETERMINING COURSE OUTCOMES

After the program outcomes have been verified, outcomes for the individual courses that make up the sequence should be determined. One approach is to assign program outcomes to each course. In most cases the program outcomes will to be expanded to describe the specific tasks (functions) and topics (content) appropriate for each course and to establish acceptable degrees of accuracy. Program outcomes may be used in more than one course, but may have a different shape each time they are transported into course outcomes, particularly in terms of function, content, and accuracy.

As the scope and sequence of each course are determined, attention should be given to three levels of instruction:

Introduction: the first time a skill or concept is presented to students; builds awareness

Emphasis: the time(s) when the skill or concept is the focus of instruction; leads to mastery

Reinforcement: the time(s) when attention is given to skills or concepts previously introduced and emphasized; review and practice; supports maintenance and develops proficiency

Language skills and cultural understandings are acquired with repeated practice over time, not in single-exposure experiences. Proficiency develops gradually, with learners first showing partial, then sustained control of the functions and content topics appropriate to each level. The functions become more complex, the content becomes more sophisticated, and the learner is able to maintain longer and more complicated communication.

In proficiency-based programs, functions are introduced and emphasized over and over, with the same or different content. For example, the ability to ask questions remains an important component of every course, but the complexity of the questions increases as the learner progresses up the proficiency scale and the content changes to fit the learner's communication needs. The accuracy of the communication improves, as well, in terms of vocabulary, pronunciation/intonation or spelling/character formation, grammar, and cultural nuances.

In determining the course outcomes, the overall scope and sequence of the language program should not be forgotten. While it is important to provide multiple opportunities for students to practice language skills and cultural concepts, these occasions should be related to continuous progress toward the proficiency goals.

SELECTING METHODS MATERIALS, and ACTIVITIES

With the course outcomes in mind, methods of instruction and appropriate learning materials and activities must be selected. Attention should be given to:

- the cognitive development level of the learners
- teaching and learning styles
- multicultural, gender-fair, international/global education concepts
- articulation and motivation

The range of proficiency levels chosen for a course will influence the selection of materials and activities. Teachers will use materials and activities that push the students beyond the planned proficiency levels to ensure the ability to sustain the desired outcomes. However, these "probes" into higher levels should be balanced with abundant experiences at more comfortable levels so that frustration does not destroy motivation.

No one methodology assures the development of proficiency. Instead, teachers will employ a variety of strategies to introduce, emphasize, and reinforce skills and concepts. In a proficiency-based curriculum, the guiding principle for the classroom is language use. Students need opportunities to learn and practice language in everyday

situations within a cultural context. Activities focus on the function of grammatical forms rather than on the forms themselves. For example, if students are learning to express likes and dislikes, they may interview each other or native speakers about an area for which they have interest and vocabulary (foods, TV programs, holidays, vacation plans, sports, pets) rather than drill nouns, verbs, and idioms. They can also practice appropriate social uses of the function, in this case formal or informal address, through role-playing or the use of fantasy.

This is not to say that grammar has no place in a proficiency-based curriculum. However, the study of grammar proceeds out of the learners' need to communicate and usually comes after students attempt a communicative task rather than as an introductory activity. The role of error correction can be different in such a curriculum, too. While there is a time for attention to accuracy, there should also be occasions when the focus is on communication alone.

All materials and activities should be natural and meaningful, that is, they should reflect language and situations that will be "real" for the students. In the interview example above, students should be allowed to express their own likes and dislikes rather than responses dictated by a textbook or the teacher. In preparing for an interview activity, students might read, view, or listen to results of surveys taken in the target culture ("Poodles top list of favorite dogs," "Teenagers prefer sports to quiz shows on TV," "Respondents pick sun over snow as top vacation choice"). The motivation to learn vocabulary is stronger when personal interest is involved and the situation is true to life. The extra investment in time pays rich dividends for students and teachers.

Materials for the proficiency-oriented class are often described as "authentic," that is, actual texts from the target culture (signs, forms, newspapers and magazines, advertisements, radio/TV broadcasts, poetry, prose, drama). If they are simulated materials, they should be as close to authentic as possible. Authentic materials can also reflect a multicultural balance and be gender fair. They can reinforce international/global education concepts such as change, conflict, and interdependence. Authentic materials can supply information about the target culture and also about the perspectives from which members of that culture view the world around them. For example, a television newscast used for listening practice will undoubtedly feature world events as well as what is happening in the target culture.

In order to deal with authentic materials, students will need encouragement and strategies for dealing with ambiguity. The teacher can assure them that they only need to understand part of a message and that they have the tools to reach that level of comprehension. They need to learn

techniques for extracting key meaning, such as the use of context and extralinguistic cues. Sometimes it will be appropriate for them to demonstrate comprehension by reacting in their native language or by using gestures or facial expressions.

Materials and activities should provide learners with a wide variety of practice in thinking. It is important that these materials and activities support the full range of cognitive levels, from recognition and memorization through the higher order skills needed for integration: analysis, synthesis, and evaluation. The creative use of language featured in a proficiency-oriented curriculum allows students to function at higher levels in their thinking processes, even when their use of language is at lower levels.

Materials may include:

- a textbook series, which is selected after careful evaluation in terms of the philosophy, mission, goals, and outcomes for the program, and which may provide a tape program, computer courseware, workbooks, and tests
- supplementary readers, audiovisual programs, and software
- dictionaries, maps, and other reference materials
- newspapers and magazines from the target culture(s)
- cultural materials for listening and reading (records, tapes, advertisements, brochures, menus, posters, transportation schedules, telephone books, art prints, theater programs)
- puzzles and games

These materials may be housed in the language classroom and/or school media center. Some materials should be in locations where they are accessible to students outside of class and where they can be seen by students, administrators, and school visitors who are not directly involved in the language program.

While the ideal situation argues for the selection of materials after the outcomes and methods have been determined, it is not always possible to find or purchase proficiency-based textbooks or other commercially prepared materials. Until such materials are available, teachers will need both time and strategies for adapting or developing appropriate materials for their courses.

INTEGRATING MEDIA and EQUIPMENT

The linguistic and cultural base of language courses requires a variety of media, both print and non-print. These media in turn require supplies and equipment to maintain the program such as:

- overhead projector and transparency materials
- tape recorder and record player with high fidelity, external speakers (wall mounted) and/or junction box(es) with headsets
- slide projector
- filmstrip projector
- film projector
- videocassette equipment capable of playback in all three international standards (NTSC, PAL, SECAM) and recording in NTSC (and, possibly, other standards) for taping satellite and cable programming and for participating in international videoletter exchanges
- videodisc playback equipment
- computer hardware and software
- shortwave and/or satellite reception equipment
- learning laboratory, electronic classroom, or listen/record stations in a media center
- high-speed audiocassette copier to prepare tapes for individual study at school or home

Materials, media, and equipment must be considered for each course. When the same material, a film, for example, is used in more than one course, strategies should reflect the level and purpose of instruction. Students may enjoy the same material several times within an extended sequence if they know they are using it to develop their proficiency at ever higher levels. For example, magazines may be used at the novice level to help students begin to pick out brand names of products in advertisements. The same ads may be used at the advanced level to develop awareness of formal versus informal marketing approaches and to make cross-cultural comparisons (How is the potential buyer addressed? What vocabulary is used? How would this product be marketed in the U.S.?). Beginners who view a travelogue-type film may appreciate the visual content much more than the commentary in the target language, although this can be a good listening activity for developing an "ear" for the language. When they view the same film in a later course, they can measure their progress in listening comprehension. Still later, they may be able to provide their own narration when the film is shown with the sound turned off.

DESIGNING the COURSE SETTING

The space in which optimal language learning occurs is pleasant and flexible and reflects the culture(s) where the target language is spoken. This "cultural island" is created with the use of authentic materials (posters, signs, calendars, decorations) and student-produced

articles (posters, signs, graffiti boards, mobiles). Seating arrangements are designed to facilitate communication in large and small groups (circles, horseshoes, clusters of desks and chairs, rather than fixed rows) and to allow everyone to hear or see maps, projection screens, monitors, and people who are speaking. Access to electronic equipment is easy and time efficient. Space for browsing and experimenting is provided such as a reading corner, a game table, a shortwave listening center. Students with special needs should also be comfortable in the language classroom.

PLANNING for ASSESSMENT

In order to determine whether students are attaining the desired outcomes, strategies for evaluating their perform ance must be identified. Because proficiency develops slowly over time, assessment of proficiency must be scheduled at intervals throughout the program sequence. True proficiency tests cannot usually be administered after each unit or even each year. Depending on the length of the sequence and the level of proficiency to be developed, this kind of evaluation may occur as rarely as once or twice in the sequence. Therefore, other kinds of assessment, including achievement testing, will be necessary along the way.

Whichever kind of testing is used, it is essential to assess all the skills and concepts emphasized in the courses. Students quickly learn what is "truly important" in a course from what is tested. Both teachers and students should know clearly which ability or combination of abilities is being evaluated, for example, "pure" listening, listening and reading, reading and speaking or writing, or writing alone. Assessment strategies must be matched to the purpose of the test. This may involve directions and/or responses in the native language, physical reactions (nodding, "thumbs up," acting out spoken or written directions), and less than full-sentence answers.

Currently, the most widely accepted and used proficiency test is the Oral Proficiency Interview (OPI), which assesses competence in speaking. This face-to-face test takes 10-30 minutes to administer and involves one or more interviewers. It is designed to measure broadly the candidate's ability to function in the target language and culture. The American Council on the Teaching of Foreign Languages (ACTFL) and other groups, notably the University of Minnesota's College of Liberal Arts, are exploring applications of the OPI and developing other strategies for proficiency testing of all four modalities. Meanwhile, the need and demand for assessment persist.

Both in time and personnel requirements, the Oral Proficiency Interview is not an ideal instrument for evaluating learners in elementary and secondary schools. Testers, who need to be superior-level speakers themselves, should be fully trained and certified, and it is rarely advisable for teachers to test their own students. Also, time must be taken from an already crowded schedule to interview individual students. Even then, only one of the four modalities has been assessed.

This does not mean that teachers must rely only on traditional achievement testing of discrete-point items, merely hoping that proficiency is developing. Functional testing, which focuses on language use in as authentic a situation as possible, provides an attractive additional alternative. Functional tests may assess a single modality (listening) or a combination (listening and reading). They may be global assessments of functional language use ("s/he can be understood by a native speaker who is accustomed to dealing with non-native speakers in a travel situation") or evaluate a particular function ("s/he can get people to speak more slowly or restate things by using polite interjections"). These tests may look for the ability to communicate regardless of errors or assess both communication and accuracy with a dual grade. Above all, they are designed and administered with the goals of cultural authenticity and meaningful language and context. For example, students listen to a recipe read on a (tape of a) radio or television program and jot down a list of ingredients or circle the names of ingredients on a printed shopping list. They may be judged on the completeness of their list (listening) and, possibly, the accuracy of their spelling (listening and writing). Or they could use their listening and writing skills as preparation for a speaking test: role-playing a shopping trip to purchase the ingredients at a grocery store or market.

Plans are underway at the Minnesota Department of Education to develop a computerized bank of test items and assessment strategies that will correspond to the Model Learner Outcomes in Chapter 3. Future versions of this document will list these correlations and describe procedures for accessing the item bank of the Minnesota Assessment Program.

Appendix D provides a form for recording a **Curriculum Plan** developed in terms of the above steps. Samples for four program models begin on the next page. Appendix E is a **Checklist for Proficiency-Oriented Programs**. This form is useful at the course level. A sample of the first two pages of the **Checklist** is included in this chapter. Both forms may be used by curriculum committees and individual teachers for program assessment, planning, or revision. Areas discussed above are addressed in the forms. The Minnesota Department of Education will be collecting some of the information in the **Checklist** as part of the curriculum monitoring process.

Immediately following the sample Curriculum Plan and Checklist forms is a set of the four Curriculum Development Forms suggested in the Department of Education's **Coordinated Model for Educational Improvement**. This alternative process for transposing model learner outcomes into curriculum and instruction is described in several of the nine **Coordinated Model** documents published by the Department in 1986.

CURRICULUM PLAN: WORLD LANGUAGES AND CULTURES

DISTRICT *Anytown (MN)* ISD Number *Sample*

LANGUAGE AND CULTURE *Spanish*

LENGTH OF ARTICULATED SEQUENCE *13* Years *5530–6300* Maximum contact hours

GRADE LEVELS OF STUDENTS (K) (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12)

IMMERSION: Does the sequence contain an immersion program? (YES) NO

If YES:

Grade Levels (K) (1) (2) (3) (4) (5) (6) 7 8 9 10 11 12

☑ Total Immersion

☐ Partial Immersion % of day: _____
Subject areas: _____

FLEX Do students have a language/culture exploratory opportunity before beginning the sequence? YES (NO)

If YES:

Grade Level(s) K 1 2 3 4 5 6 7 8 9 10 11 12

Length of course: ____ weeks ____ days/week ____ minutes/day

☐ Single language/culture: _____

☐ Multiple languages/cultures: _____

COURSES IN THE SEQUENCE Use the **Checklist for Proficiency-Oriented Programs** (Appendix E) to describe individual courses.

TITLE	TIME ALLOCATION (minutes/day)	GRADE LEVEL(s)
Total Early Immersion Program	*150–300*	*K–6*
Curso de conversación	*42*	*7–8 (Spanish)*
Matemática en español	*42*	*7–8 (Math)*
Conversación y composición	*42*	*9–10 (Spanish)*
Educación física	*50*	*9–12 (PE)*
Biología en español	*50*	*10 (Science)*
Historia universal	*50*	*11 (Social Studies)*
Cultura y literatura del mundo hispánico	*50*	*11–12 (Spanish)*
Las artes: manifestación y creación	*50*	*12 (Art)*

PROGRAM OUTCOMES Indicate the Model Learner Outcomes from the Minnesota Department of Education (Chapter 3) selected for this program or attach a list of locally developed outcomes.

LANGUAGE USE:

LISTENING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25)

SPEAKING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21)

READING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20)

WRITING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21)

CULTURE:

The Nature of Culture (1) (2) (3) (4) (5) (6)

Cultural Themes (1) (2) (3) (4) (5) (6) (7) (8) (9)

Discovery/Exploration of Another Culture (1a) (1b) (1c) (1d) (2a) (2b) (2c) (3a) (3b) (3c)

KNOWLEDGE ABOUT LANGUAGE:

The Sound System (1) (2) (3) (4) (5)

The Writing System (1) (2) (3)

Vocabulary (1) (2) (3) (4) (5) (6)

Grammar (1) (2) (3) (4) (5)

LEARNING A LANGUAGE:

The Nature of Language (1) (2) (3) (4) (5)

Language Learning (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16)

PROFICIENCY LEVELS If the ACTFL Proficiency Guidelines are used as a framework for this program, indicate the proficiency goals for students who complete the sequence:

LISTENING	____	Novice Low	____	Intermediate Low	____	Advanced	
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus	
	____	Novice High	____	Intermediate High	x	Superior	
SPEAKING	____	Novice Low	____	Intermediate Low	x	Advanced	
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus	
	____	Novice High	____	Intermediate High	x	Superior	
READING	____	Novice Low	____	Intermediate Low	x	Advanced	
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus	
	____	Novice High	____	Intermediate High	x	Superior	
WRITING	____	Novice Low	____	Intermediate Low	x	Advanced	
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus	
	____	Novice High	____	Intermediate High	x	Superior	

AREAS OF EMPHASIS

Does the program provide for student development in these domains:

psychomotor?	(YES)	NO
cognitive?	(YES)	NO
affective?	(YES)	NO

Do methods, materials, and activities selected for this program reflect:

multicultural perspectives?	(YES)	NO
gender-fair concepts?	(YES)	NO
international/global themes?	(YES)	NO
teaching for thinking?	(YES)	NO

Are program and course descriptions written in nondiscriminatory language?

(YES) NO

ATTACHMENTS
District/School Philosophy and Mission
District Philosophy of World Languages Education
District Mission for the World Languages Program
Course Descriptions
Members of the World Languages Curriculum Committee

CURRICULUM PLAN: WORLD LANGUAGES AND CULTURES

DISTRICT *Mytown (MN)* ISD Number *Sample*

LANGUAGE AND CULTURE *German*

LENGTH OF ARTICULATED SEQUENCE *9* Years *1037* Maximum contact hours

GRADE LEVELS OF STUDENTS K 1 2 3 (4) (5) (6) (7) (8) (9) (10) (11) (12)

IMMERSION: Does the sequence contain an immersion program? YES (NO)

If YES:

Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12

☐ Total Immersion

☐ Partial Immersion % of day: _____
Subject areas: _____

FLEX Do students have a language/culture exploratory opportunity before beginning the sequence? YES (NO)

If YES:

Grade Level(s) K 1 2 3 4 5 6 7 8 9 10 11 12

Length of course: ____ weeks ____ days/week ____ minutes/day

☐ Single language/culture: _____

☐ Multiple languages/cultures: _____

COURSES IN THE SEQUENCE Use the **Checklist for Proficiency-Oriented Programs** (Appendix E) to describe individual courses.

TITLE	TIME ALLOCATION (minutes/day)	GRADE LEVEL(s)
Lernen wir Deutsch! (FLES)	*24*	*4-6*
German 2	*45*	*7*
German 3	*45*	*8*
German 4	*51*	*9*
German 5	*51*	*10*
German 6 and 7: Quarter Courses	*51*	*11-12*
Schreiben wir auf deutsch!		*Composition*
Geographie für Weltkenner		*Geography*
Kurzgeschichten von gestern und heute		*The German Short Story*
Künstler, Dichter und Musiker		*Fine Arts*
Österreich: Land, Leute, Literatur		*Interdisciplinary*
Der Rhein: Von der Schweiz bis zur Nordsee		*Interdisciplinary*

PROGRAM OUTCOMES Indicate the Model Learner Outcomes from the Minnesota Department of Education (Chapter 3) selected for this program or attach a list of locally developed outcomes.

LANGUAGE USE:

LISTENING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) 23 24 (25)

SPEAKING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21)

READING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20)

WRITING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) 18 (19) (20) (21)

CULTURE:

The Nature of Culture (1) (2) (3) (4) (5) (6)

Cultural Themes (1) (2) (3) (4) (5) (6) (7) (8) (9)

Discovery/Exploration of Another Culture (1a) (1b) (1c) (1d) (2a) (2b) (2c) (3a) (3b) (3c)

KNOWLEDGE ABOUT LANGUAGE:

The Sound System (1) (2) (3) (4) (5)

The Writing System (1) (2) (3)

Vocabulary (1) (2) (3) (4) (5) (6)

Grammar (1) (2) (3) (4) (5)

LEARNING A LANGUAGE:

The Nature of Language (1) (2) (3) (4) (5)

Language Learning (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16)

PROFICIENCY LEVELS If the ACTFL Proficiency Guidelines are used as a framework for this program, indicate the proficiency goals for students who complete the sequence:

LISTENING	____	Novice Low	____	Intermediate Low	x	Advanced
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus
	____	Novice High	____	Intermediate High	x	Superior
SPEAKING	____	Novice Low	____	Intermediate Low	x	Advanced
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus
	____	Novice High	____	Intermediate High	____	Superior
READING	____	Novice Low	____	Intermediate Low	x	Advanced
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus
	____	Novice High	____	Intermediate High	x	Superior
WRITING	____	Novice Low	____	Intermediate Low	x	Advanced
	____	Novice Mid	____	Intermediate Mid	x	Advanced Plus
	____	Novice High	x	Intermediate High	____	Superior

AREAS OF EMPHASIS

Does the program provide for student development in these domains:

psychomotor?	(YES)	NO
cognitive?	(YES)	NO
affective?	(YES)	NO

Do methods, materials, and activities selected for this program reflect:

multicultural perspectives?	(YES)	NO
gender-fair concepts?	(YES)	NO
international/global themes?	(YES)	NO
teaching for thinking?	(YES)	NO

Are program and course descriptions written in nondiscriminatory language?

(YES) NO

ATTACHMENTS
District/School Philosophy and Mission
District Philosophy of World Languages Education
District Mission for the World Languages Program
Course Descriptions
Members of the World Languages Curriculum Committee

CURRICULUM PLAN: WORLD LANGUAGES AND CULTURES

DISTRICT *Everytown (MN)* ISD Number *Sample*

LANGUAGE AND CULTURE *Russian*

LENGTH OF ARTICULATED SEQUENCE *6* Years *750* Maximum contact hours

GRADE LEVELS OF STUDENTS K 1 2 3 4 5 6 (7) (8) (9) (10) (11) (12)

IMMERSION: Does the sequence contain an immersion program? YES (NO)

If YES:

Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12

☐ Total Immersion

☐ Partial Immersion % of day: _____
Subject areas: _____

FLEX Do students have a language/culture exploratory opportunity before beginning the sequence? (YES) NO

If YES:

Grade Level(s) K 1 2 3 4 5 (6) 7 8 9 10 11 12

Length of course: *34* weeks *5* days/week *25* minutes/day

☐ Single language/culture: _____

☑ Multiple languages/cultures: *German, Japanese, Latin, Norwegian, Ojibwe, Russian, Spanish*

COURSES IN THE SEQUENCE Use the **Checklist for Proficiency-Oriented Programs** (Appendix E) to describe individual courses.

TITLE	TIME ALLOCATION (minutes/day)	GRADE LEVEL(s)
Russian 1	*25*	*7-8*
Russian 2	*50*	*9*
Russian 3	*55*	*10*
Russian 4	*55*	*11*
Russian 5	*55*	*12*

PROGRAM OUTCOMES Indicate the Model Learner Outcomes from the Minnesota Department of Education (Chapter 3) selected for this program or attach a list of locally developed outcomes.

LANGUAGE USE:

LISTENING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
(11) (12) (13) (14) (15) (16) (17) (18) (19) 20
21 22 23 24 25

SPEAKING (1) (2) (3) (4) (5) (6) 7 8 9 10
(11) (12) (13) (14) (15) (16) 17 18 19 20
21

READING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
(11) (12) (13) (14) 15 (16) 17 (18) (19) (20)

WRITING (1) (2) (3) (4) (5) (6) (7) (8) (9) (10)
(11) (12) (13) 14 15 16 17 18 19 (20)
(21)

CULTURE:

The Nature of Culture (1) (2) (3) (4) (5) (6)

Cultural Themes (1) (2) (3) (4) (5) (6) (7) (8) (9)

Discovery/Exploration of Another Culture (1a) (1b) (1c) (1d) (2a) (2b) (2c) (3a) (3b) (3c)

KNOWLEDGE ABOUT LANGUAGE:

The Sound System (1) (2) (3) (4) (5)

The Writing System (1) (2) (3)

Vocabulary (1) (2) (3) (4) (5) (6)

Grammar (1) (2) (3) (4) (5)

LEARNING A LANGUAGE:

The Nature of Language (1) (2) (3) (4) (5)

Language Learning (1) (2) (3) (4) (5)
(6) (7) (8) (9) (10)
(11) (12) (13) (14) (15) (16)

PROFICIENCY LEVELS If the ACTFL Proficiency Guidelines are used as a framework for this program, indicate the proficiency goals for students who complete the sequence:

LISTENING	___ Novice Low	___	Intermediate Low	x	Advanced
	___ Novice Mid	___	Intermediate Mid	x	Advanced Plus
	___ Novice High	x	Intermediate High	___	Superior
SPEAKING	___ Novice Low	___	Intermediate Low	x	Advanced
	___ Novice Mid	x	Intermediate Mid	___	Advanced Plus
	___ Novice High	x	Intermediate High	___	Superior
READING	___ Novice Low	___	Intermediate Low	x	Advanced
	___ Novice Mid	x	Intermediate Mid	___	Advanced Plus
	___ Novice High	x	Intermediate High	___	Superior
WRITING	___ Novice Low	x	Intermediate Low	___	Advanced
	___ Novice Mid	x	Intermediate Mid	___	Advanced Plus
	___ Novice High	x	Intermediate High	___	Superior

AREAS OF EMPHASIS

Does the program provide for student development in these domains:

psychomotor?	(YES)	NO
cognitive?	(YES)	NO
affective?	(YES)	NO

Do methods, materials, and activities selected for this program reflect:

multicultural perspectives?	(YES)	NO
gender-fair concepts?	(YES)	NO
international/global themes?	(YES)	NO
teaching for thinking?	(YES)	NO

Are program and course descriptions written in nondiscriminatory language?

(YES) NO

ATTACHMENTS
District/School Philosophy and Mission
District Philosophy of World Languages Education
District Mission for the World Languages Program
Course Descriptions
Members of the World Languages Curriculum Committee

CURRICULUM PLAN: WORLD LANGUAGES AND CULTURES

DISTRICT *Ourtown (MW)* ISD Number *Sample*

LANGUAGE AND CULTURE *French*

LENGTH OF ARTICULATED SEQUENCE *4* Years *589-625* Maximum contact hours

GRADE LEVELS OF STUDENTS K 1 2 3 4 5 6 7 8 (9) (10) (11) (12)

IMMERSION: Does the sequence contain an immersion program? YES (NO)

If YES:

Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12

☐ Total Immersion

☐ Partial Immersion % of day: _____
Subject areas: _____

FLEX Do students have a language/culture exploratory opportunity before beginning the sequence? (YES) NO

If YES:

Grade Level(s) K 1 2 3 4 5 6 (7) (8) 9 10 11 12

Length of course: *9* weeks *5* days/week *48* minutes/day

☑ Single language/culture: *French*

☐ Multiple languages/cultures: _____

COURSES IN THE SEQUENCE Use the **Checklist for Proficiency-Oriented Programs** (Appendix E) to describe individual courses.

TITLE	TIME ALLOCATION (minutes/day)	GRADE LEVEL(s)
French 1	*52*	*9*
French 2	*52*	*10*
French 3	*52*	*11*
French 4: Quarter Courses	*52*	*12*
La vie moderne française		*Contemporary Culture*
Communiquons en français!		*Conversation*
Le monde francophone		*The French-speaking World*
La vie litteraire du 19e siècle		*Nineteenth Century Life and Literature*

PROGRAM OUTCOMES Indicate the Model Learner Outcomes from the Minnesota Department of Education (Chapter 3) selected for this program or attach a list of locally developed outcomes.

LANGUAGE USE:

LISTENING: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) 17 18 (19) 20 21 22 23 24 25

SPEAKING: (1) (2) (3) (4) (5) (6) (7) (8) (9) 10 (11) 12 13 14 15 16 17 18 19 (20) 21

READING: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) 17 18 (19) (20)

WRITING: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) 12 13 14 15 16 17 18 19 (20) (21)

CULTURE:

The Nature of Culture: (1) (2) (3) (4) (5) (6)

Cultural Themes: (1) (2) (3) (4) (5) (6) (7) (8) (9)

Discovery/Exploration of Another Culture: (1a) (1b) (1c) (1d) (2a) (2b) (2c) (3a) (3b) (3c)

KNOWLEDGE ABOUT LANGUAGE:

The Sound System: (1) (2) (3) (4) (5)

The Writing System: (1) (2) (3)

Vocabulary: (1) (2) (3) (4) (5) (6)

Grammar: (1) (2) (3) (4) (5)

LEARNING A LANGUAGE:

The Nature of Language: (1) (2) (3) (4) (5)

Language Learning: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16)

PROFICIENCY LEVELS If the ACTFL Proficiency Guidelines are used as a framework for this program, indicate the proficiency goals for students who complete the sequence:

LISTENING	____	Novice Low	x	Intermediate Low	____ Advanced
	____	Novice Mid	x	Intermediate Mid	____ Advanced Plus
	____	Novice High	x	Intermediate High	____ Superior
SPEAKING	____	Novice Low	x	Intermediate Low	____ Advanced
	____	Novice Mid	x	Intermediate Mid	____ Advanced Plus
	____	Novice High	____	Intermediate High	____ Superior
READING	____	Novice Low	x	Intermediate Low	____ Advanced
	____	Novice Mid	x	Intermediate Mid	____ Advanced Plus
	____	Novice High	x	Intermediate High	____ Superior
WRITING	____	Novice Low	x	Intermediate Low	____ Advanced
	____	Novice Mid	x	Intermediate Mid	____ Advanced Plus
	____	Novice High	____	Intermediate High	____ Superior

AREAS OF EMPHASIS

Does the program provide for student development in these domains:

psychomotor?	(YES)	NO
cognitive?	(YES)	NO
affective?	(YES)	NO

Do methods, materials, and activities selected for this program reflect:

multicultural perspectives?	(YES)	NO
gender-fair concepts?	(YES)	NO
international/global themes?	(YES)	NO
teaching for thinking?	(YES)	NO

Are program and course descriptions written in nondiscriminatory language?

(YES) NO

ATTACHMENTS
District/School Philosophy and Mission
District Philosophy of World Languages Education
District Mission for the World Languages Program
Course Descriptions
Members of the World Languages Curriculum Committee

A CHECKLIST FOR PROFICIENCY-ORIENTED PROGRAMS

LANGUAGE AND CULTURE *Chinese* DISTRICT/SCHOOL *Anytown (MW) Central HS*

COURSE TITLE *Chinese 3*

COURSE LENGTH (circle one) (Year) Semester Trimester Quarter

LENGTH OF TERM *174* days LENGTH OF PERIOD *50* minutes

MAXIMUM CONTACT HOURS *145*

GRADE LEVEL(S) OF STUDENTS K 1 2 3 4 5 6 7 8 (9) (10) (11) (12)

COURSE LEVEL (Check all that apply)

____	Exploratory (FLEX)	____	FLES (Elementary School)
____	Beginning		
x	Intermediate	____	Immersion
____	Advanced		

PREREQUISITE COURSE(S):

Chinese 1 and Chinese 2

PROFICIENCY LEVELS

If a range of proficiency has been determined for this course using the ACTFL Proficiency Guidelines, please check all appropriate levels for each skill. A range of levels is necessary to accommodate individual differences and to provide activities beyond the desired level of proficiency in order for that level to be reached.

LISTENING	____	Novice Low	x	Intermediate Low	x	Advanced
	____	Novice Mid	x	Intermediate Mid	____	Advanced Plus
	____	Novice High	x	Intermediate High	____	Superior
SPEAKING	____	Novice Low	x	Intermediate Low	____	Advanced
	____	Novice Mid	x	Intermediate Mid	____	Advanced Plus
	x	Novice High	x	Intermediate High	____	Superior
READING	____	Novice Low	x	Intermediate Low	____	Advanced
	____	Novice Mid	x	Intermediate Mid	____	Advanced Plus
	x	Novice High	x	Intermediate High	____	Superior
WRITING	____	Novice Low	x	Intermediate Low	____	Advanced
	____	Novice Mid	x	Intermediate Mid	____	Advanced Plus
	x	Novice High	____	Intermediate High	____	Superior

OUTCOMES

List the (Model) Learner Outcomes that have been determined for this course by recording an appropriate code in one of the columns below.

		INTRODUCTION	EMPHASIS	REINFORCEMENT
LANGUAGE USE	Listening	A 13, 14, 16, 17	A 8, 9, 10, 11, 12	A 3, 6, 7, 15
	Speaking	B 9, 10, 11	B 6, 7	B 1, 2, 3, 4, 5, 8
	Reading	C 10, 11	C 7, 8, 9, 12	C 1, 2, 3, 4, 5, 6
	Writing	D 8, 9	D 6, 7, 8,	D 1, 2, 3, 4, 5, 10
CULTURE	The Nature of Culture		A 3, 4, 5	A 1, 2, 6
	Cultural Themes	B 5	B 3, 4	B 1, 2, 6, 7, 8, 9
	Discovery and Exploration of Another Culture	C 1b	C 1c	C 1a, 1d, 2a, 2b, 2c
KNOWLEDGE ABOUT LANGUAGE	The Sound System		A 4	A 1, 2, 3, 5
	The Writing System			B 1, 2, 3
	Vocabulary		C 1	C 2, 3, 4, 5, 6
	Grammar		D 4, 5	D 1, 2, 3
LEARNING A LANGUAGE	The Nature of Language		A 5	A 1, 2, 4
	Language Learning		B 7, 14	B 1, 2, 3, 4,5, 6,8, 9,10,11, 12,13,15,16

CURRICULUM DEVELOPMENT FORM ONE

A. SUBJECT

World Languages (Nine-year Sequence)

1. OUTCOME	2. Goal Reference Code	3. Core	4. Elective	5. Test Item Reference Code	6. GRADE LEVEL ASSIGNMENT a. K-3	b. 4-6	c. 7-9	d. 10-12	e.	f.
Language Use: Speaking B. 12. The learner converses in a clearly participatory fashion on a variety of topics of personal and public interest.	SBE A.4.	X		Adapted OPI		A E	E	E M R		

See directions on reverse.

Minnesota Department of Education
Coordinated Model for Educational Improvement

Curriculum Development Form One

LINE

A. Enter subject area.

COLUMN

1. List all outcomes for the subject in a sequence determined by the grade level grouping in which initial awareness level instruction is to be provided.

2. Enter a reference code to the District's Learner Goal(s) that justifies inclusion of the outcome.

3. Check if the outcome is considered to be a reasonable expectation for all students.

4. Check if the outcome is an elective that a student may elect to develop or one for which a teacher may elect to provide instruction for some or all students.

   NOTE: If the Discipline Curriculum Committee determines that within any one outcome there are some clusters that are core and some that are elective, that committee should differentiate on this form by placing the clusters in the outcome column.

5. Enter a reference code for the test items or procedures that are to be used to determine student proficiency.

6. Enter an "A" in the column that indicates the grade levels in which AWARENESS instruction is provided.
   Enter an "E" in the column that indicates the grade levels in which EMPHASIS instruction is provided.
   Enter an "M" in the column that indicates the grade levels in which MASTERY attainment is expected.
   Enter an "R" in the column that indicates the grade levels in which REINFORCEMENT instruction is provided.

   NOTE: The grouping of grade levels should be modified by each district to correlate with its organizational pattern; e.g., K-6 or K-5 or K-4 elementary school; junior high or middle school; three-year or four-year senior high. Also, some or all of the subcolumns in column six may be modified to indicate a particular course instead of a grade level grouping, e.g., Quarters 1, 2, 3, 4; Semester 1, 2.

CURRICULUM DEVELOPMENT FORM TWO

A. SUBJECT	B. GRADE LEVEL GROUPING
World Languages (Nine-Year Sequence)	4-12

1. OUTCOME	2. GRADE LEVEL AWARENESS	3. GRADE LEVEL EMPHASIS	4. GRADE LEVEL MASTERY	5. GRADE LEVEL REINFORCEMENT
Language Use: Speaking				
B. 12. The learner converses in a clearly participatory fashion on a variety of topics of personal and public interest.	4-5	6-12	10-11	11-12

See directions on reverse.

Minnesota Department of Education
Coordinated Model for Educational Improvement

Curriculum Development Form Two

Omit this form if the assignment is for a specific course or single grade level.

BOX

A. Enter subject area.
B. Enter grade level grouping from column six CURRICULUM DEVELOPMENT FORM ONE.

COLUMN

1. Enter all appropriate outcomes from CURRICULUM DEVELOPMENT FORM ONE.

2. Enter the grade level(s) within the grouping at which Awareness Instruction is to be provided.

3. Enter the grade level(s) within the grouping at which Emphasis Instruction is to be provided.

4. Enter the grade level(s) within the grouping at which student mastery is expected. This is the grade level at which the test item or procedure designed to determine student attainment is to be used.

5. Enter the grade level(s) within the grouping at which Reinforcement Instruction is to be provided.

CURRICULUM DEVELOPMENT FORM THREE

A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT
World Languages (Nine-Year Sequence)	Contemporary Life and Culture (Grade 11)	A E (M) R

D. OUTCOME
Language Use: Speaking B. 12. The learner converses in a clearly participatory fashion on a variety of topics of personal and public interest.

1. CLUSTER (lesson)	2. SUBCLUSTER (instructional objective)	3. OBJECTIVE (behavioral objective)
a. The learner and a partner discuss a topic of personal interest: (1) family (2) school (3) job (4) hobbies (5) clothing b. The learner participates in a group discussion of a public topic: (1) current events (2) an upcoming election (3) equal rights (4) nuclear power (5) organ donorship	Vocabulary development through listening and reading Expressions of opinion Strategies for paraphrasing: approximation circumlocution coining new words Cultural information target culture(s) cross-cultural multicultural	The learner sustains conversation on a topic of choice (personal or public) for 3-5 minutes in face-to-face communication with vocabulary, grammar, pronunciation, and intonation acceptable to a fluent speaker. S/he can describe, express opinions, and use paraphrasing strategies when necessary. There is some evidence of cultural knowledge.

See directions on reverse.

Minnesota Department of Education
Coordinated Model for Educational Improvement

Curriculum Development Form Three

BOX

A. Enter the subject area.

B. Enter the grade level or course to which the form applies.

C. Circle one or more as appropriate: A = Awareness Instruction; E = Emphasis Instruction; M = Student Mastery; R = Reinforcement Instruction.

D. Enter the complete outcome.

COLUMN

1. In consideration of the assignment, list the clusters for which instruction is to be provided at the grade level.

2. List the subclusters of each cluster necessary to provide instruction to the level of assignment. There may be no subclusters for some clusters.

3. **COMPLETE ONLY IF THE ASSIGNMENT IS STUDENT MASTERY.** Write the subclusters in measurable terms.

June 1986

CURRICULUM DEVELOPMENT FORM FOUR

A. SUBJECT	B. GRADE LEVEL OR COURSE	C. ASSIGNMENT
World Languages (Nine-Year Sequence)	Contemporary Life and Culture (11)	A (E) (M) R

D. OUTCOME

Language Use: Speaking B. 12. The learner converses in a clearly participatory fashion on a variety of topics of personal or public interest.

E. CLUSTER

a. (5) The learner and a partner discuss clothing.

1. CLUSTER SUBCLUSTER OR OBJECTIVE	2. QUARTER IN WHICH INSTRUCTION IS TO BE PROVIDED	3. METHODS - ACTIVITIES - MEDIA
Vocabulary through listening and reading	2	a. Students use newspaper and magazine illustrations to recall and review clothing vocabulary. b. Students view a videocassette of current teenage fashions from the target culture. (1) They take notes on (a) clothing items (b) colors (c) other descriptors (2) They express likes and dislikes about items they see. c. Students research additional vocabulary by: (1) interviewing an exchange student or Amity Intern from the target culture, (2) skimming target-culture magazines, and (3) using dictionaries.

See directions on reverse.

Minnesota Department of Education
Coordinated Model for Educational Improvement

Curriculum Development Form Four

BOX

A. Enter the subject area.

B. Enter the grade level or course to which the form applies.

C. Circle one or more as appropriate: A = Awareness Instruction; E = Emphasis Instruction; M = Student Mastery; R = Reinforcement Instruction.

D. Enter one cluster for the outcome. Complete this only if there are subclusters written for the cluster.

COLUMN

1. Enter one cluster if no subclusters are written; or
   Enter a subcluster if no objective is written; or
   Enter an objective.

2. Enter the quarter of the year in which instruction is to be provided.

3. Describe methods, materials, and media to be used to provide instruction.

June 1986

ACTFL PROFICIENCY GUIDELINES

Reprinted with the cooperation of ACTFL
American Council on the Teaching of Foreign Languages
6 Executive Boulevard, Upper Level
Yonkers, NY 10701
(914) 963-8830

The 1986 Proficiency Guidelines reprinted on the following pages represent the second generation of Guidelines prepared by ACTFL. They contain generic descriptions for the modalities of listening, speaking, reading, and writing. A 1982 version, the Provisional Proficiency Guidelines, contains both generic statements and language-specific criteria for French, German, and Spanish. In addition to the four modalities, the 1982 document includes guidelines for culture. In both ACTFL versions speaking is listed as the first modality because it is the only area for which there is a widely recognized evaluation instrument, the Oral Proficiency Interview (OPI). Listening is first in Appendix A to conform with the order of the Model Learner Outcomes in Chapter 3.

As explained in the introduction to the 1986 Guidelines, even though the word "provisional" has been dropped from the title, no version of the Guidelines will be "definitive." The Guidelines continue to evolve as part of a dynamic process. As a result, revised or newly developed generic and language-specific guidelines will be published periodically. For example, guidelines for Russian and Japanese were issued by ACTFL in 1987-1988. Language educators are encouraged to follow the discussion of proficiency development and assessment in professional journals and conference presentations.

The 1982 Provisional Proficiency Guidelines were printed in the October 1984 issue of the ACTFL journal, Foreign Language Annals (Volume 17, Number 5; pages 453-459). The 1986 Guidelines appear in **Defining and Developing Proficiency: Guidelines, Implementations, and Concepts,** the 1987 volume of the ACTFL Foreign Language Education Series. The Guidelines are also available for purchase through ACTFL. The language-specific guidelines (1982) have been incorporated in the Guides for Teachers of French, German, and Spanish published by the College of Liberal Arts at the University of Minnesota-Twin Cities (see Resource Item 25, Appendix H).

An approximate correlation of the Minnesota Department of Education's Model Learner Outcomes (MDE MLOs) for Language Use (Chapter 3) with the ACTFL Proficiency Guidelines is shown in the right-hand column on the following pages. Only outcomes in the cognitive and psychomotor domains are listed, as the Guidelines do not address affective learnings. For purposes of this appendix, sustained control of the outcome is assumed; outcomes at the stages of conceptual or partial control would appear earlier in such a list, with even more overlapping from level to level.

ACTFL
PROFICIENCY GUIDELINES

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words "learned" and "acquired" are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines, and of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government's Language Skill Level Descriptions.

ACTFL would like to thank the following individuals for their contributions on this current guidelines project:

Heidi Byrnes
James Child
Nina Levinson
Pardee Lowe, Jr.
Seiichi Makino
Irene Thompson
A. Ronald Walton

These proficiency guidelines are the product of grants from the U.S. Department of Education.

ACTFL

American Council on the Teaching of Foreign Languages
6 Executive Boulevard, Upper Level
Yonkers, NY 10701
(914) 963-8830

Generic Descriptions—Listening		MDE MLOs
These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.		
Novice Low	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.	A 1 A 2
Novice Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.	A 3 A 4 A 5
Novice High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.	A 5 A 6
Intermediate Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.	A 6 A 7
Intermediate Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks	A 8 A 10 A 11 A 12

Generic Descriptions—Listening		MDE MLOs
	not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such as simple announcements and reports over the media. Understanding continues to be uneven.	
Intermediate High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.	A 13 A 14 A 16
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.	A 16 A 17 A 18 A 20
Advanced Plus	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.	A 18 A 20 A 21 A 22
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and	A 18 A 20 A 21 A 22 A 23 A 24

Generic Descriptions—Listening		MDE MLOs
	includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.	
Distinguished	Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.	
Generic Descriptions—Speaking		
Novice Level	The Novice level is characterized by the ability to communicate minimally with learned material.	
Novice Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.	
Novice Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.	B 1 B 2
Novice High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.	B 4 B 5

Generic Descriptions—Speaking		MDE MLOs
Intermediate Level	The Intermediate level is characterized by the speaker's ability to: - create with the language by combining and recombining learned elements, though primarily in a reactive mode; - initiate, minimally sustain, and close in a simple way basic communicative tasks; and - ask and answer questions.	
Intermediate Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.	B 6 B 7
Intermediate Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.	B 7
Intermediate High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/or descrip-	B 9

Generic Descriptions—Speaking		MDE MLOs
	tion. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.	
Advanced Level	The Advanced level is characterized by the speaker's ability to: - converse in a clearly participatory fashion; - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; - satisfy the requirements of school and work situations; and - narrate and describe with paragraph-length connected discourse.	
Advanced	Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.	B 10 B 11 B 12 B 13 B 14 B 15
Advanced Plus	Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.	B 15 B 17 B 18 B 19 B 21

Generic Descriptions—Speaking		MDE MLOs
Superior Level	The Superior level is characterized by the speaker's ability to: - participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and - support opinion and hypothesize using native-like discourse strategies.	
Superior	Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.	B 19 B 21

Generic Descriptions—Reading		
These guidelines assume all reading texts to be authentic and legible.		
Novice Low	Able occasionally to identify isolated words and/or major phrases when strongly supported by context.	
Novice Mid	Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.	C 1 C 2

Generic Descriptions—Reading		MDE MLOs
Novice High	Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.	C 4 C 5
Intermediate Low	Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have clear underlying internal structure, for example, chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.	C 7
Intermediate Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.	C 7 C 8
Intermediate High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.	C 8 C 9 C 10 C 11

Generic Descriptions—Reading		MDE MLOs
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familar sentence patterns. Reader gets the main ideas and fact and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.	C 9 C 10 C 11 C 13 C 14
Advanced Plus	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.	C 15 C 17
Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include	C 15 C 17

Generic Descriptions—Reading		MDE MLOs
	a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.	
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.	
Generic Descriptions—Writing		
Novice Low	Able to form some letters in an alphabetic system. In languages whose writing systems use Syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.	
Novice Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.	D 1 D 2
Novice High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic system or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.	D 3 D 4 D 5
Intermediate Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.	D 5 D 6 D 7

Generic Descriptions—Writing		MDE MLOs
Intermediate Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g., nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.	D 7 D 8
Intermediate High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of nonnatives.	D 8 D 9 D 11
Advanced	Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.	D 11 D 12 D 14 D 15 D 16

Generic Descriptions—Writing		MDE MLOs
Advanced Plus	Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.	D 17 D 18 D 19
Superior	Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and present arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.	D 17 D 18 D 19

PRINCIPAL IMPLICATIONS FOR CURRICULUM AND INSTRUCTION AS DERIVED FROM THE ACTFL PROFICIENCY GUIDELINES

These "Principal Implications" were developed by participants in a 1984 summer workshop at the University of Minnesota. For three weeks, thirty-three language educators explored the concept and nature of proficiency and the ACTFL Provisional Proficiency Guidelines in light of a new college entrance standard and graduation requirement. The workshop, originally sponsored by the University's Colleges of Liberal Arts and Education, is now a regular course offering on the Twin Cities campus (SeEd 5196 - Second Language Proficiency: Implications for Curriculum, Instruction, and Evaluation). Participants in the 1984 workshop were teachers of French, German, and Spanish at secondary and postsecondary schools in Minnesota; they were led by three outstanding second language educators from Minnesota, Wisconsin, and California. The group's statements of "principal implications" evolved through lengthy discussion during the workshop and represent their thinking at that time.

These statements remind educators that the ACTFL Proficiency Guidelines are neither a set of outcomes on which to base language curriculum nor a set of descriptions of how language is learned. The ACTFL Guidelines may provide a framework for curriculum development in the same way the Model Learner Outcomes can be used. Language educators and curriculum committees must decide what implications these Guidelines have for their own curriculum and for the instructional design and evaluation strategies that proceed from that curriculum. The "Principal Implications" on the following pages suggest some direction and provide the stimulus for further discussion.

Dale L. Lange, Professor of Second Languages and Cultures Education at the University of Minnesota and one of the 1984 leaders, discusses the "Principal Implications" in an article in the Spring 1988 issue of the AATG pedagogical journal, Die Unterrichtspraxis (21:1). A description of the workshop and related information about the entrance standard and graduation requirement for the College of Liberal Arts at the University of Minnesota-Twin Cities appeared in the April 1986 issue of the ACTFL journal, Foreign Language Annals (19:2, pages 149-156). For assistance in obtaining copies of these articles, contact the World Languages office of the Minnesota Department of Education (see Resource Item 37, Appendix H).

PRINCIPAL IMPLICATIONS FOR CURRICULUM AND INSTRUCTION AS DERIVED FROM THE ACTFL PROFICIENCY GUIDELINES

University of Minnesota Proficiency Workshop, Summer 1984

1. Since function, content, and accuracy work together in both developing and assessing proficiency, any one of them taken to excess forces an imbalance in development or assessment of proficiency.

2. It appears that some development of accuracy is needed for learners to develop functionally. Thus, developing grammatical control needs to accompany developing functional ability.

3. Curriculum and instruction can be directed specifically to proficiency outcomes, keeping a balance among content, function, and accuracy. No particular method is implied. Method, strategies, and activities are used to fit the particular teaching objective and the instructional situation.

4. Natural texts for practice and evaluation of listening and reading are helpful in developing proficiency from the beginning of instruction, although texts created for classroom use may be substituted, provided that the language resembles natural language.

5. There is a natural continuum from achievement toward proficiency. Classroom activities may be organized along this continuum so that students progress toward increasing functional language use.

6. The stress on and practice of single language modalities (listening, reading, writing, speaking) is as important as the integration and practice of linked modalities (listening and speaking, reading and writing, listening and reading, etc.) Class time may be devoted to "practice" in proficiency-oriented activities where there is stress on both separated and integrated modalities.

7. In the typical language classroom, proficiency-oriented practice may be maximized through directed student-to-student activities.

8. Language proficiency does not equal either time spent in the classroom or letter grades. Functional proficiency levels designated by the ACTFL Guidelines (Novice, Intermediate, Advanced, Superior) are not closely associated with current secondary school level designations (Level 1, 2, 3, 4) or with college/university designations (Quarter/Semester 1, 2, 3, 4). Thus, our present yardstick for measuring language ability is no longer valid.

9. Even though it appears that culture may not be a crucial element of language proficiency until the advanced level of the ACTFL Guidelines, culture can be integrated into instruction from the beginning of a program with the use of authentic texts, cultural topics, native speakers available in the community, and the use of comparison and contrast of the native and target cultures.

10. For commonly-taught languages such as French, German, and Spanish, students will most likely show proficiency at different levels in different modalities.

11. In beginning a new topic/content area previously not experienced, learners may find themselves reverting temporarily to functioning at a lower level.

12. Achievement-oriented and proficiency-oriented tasks call for different teacher strategies. Achievement-oriented tasks suggest specific correction strategies, while proficiency-oriented tasks suggest global feedback.

Summer 1984 Proficiency Workshop Participants
University of Minnesota - Twin Cities

FRENCH	GERMAN	SPANISH
Betsy Barnes University of Minnesota	Delores Buth Blaine High School	Gwendolyn Barnes University of Minnesota
Anne-Marie Gronhovd University of Minnesota	Russell Christensen University of Minnesota	Elaine Carter St. Cloud State University
Linda Klohs Anoka High School	Melissa Doerr Cooper High School	Leslie Caye Blaine High School
Philip Lee Macalester College	Leonard Duroche University of Minnesota	Howard Hathaway St. Paul Schools
Lucy Mazzeo University of Minnesota	Curt Eckers White Bear Lake High School	Arturo Herrera Minneapolis South High School
Janine Nelson Blake School	Rosemarie Hogan Minneapolis South High School	Ruth Jones University of Minnesota
Dominique Poiriel' University of Minnesota	Susan Sorheim North Hennepin Community College	Marilyn Miller Mounds View High School
Kathleen Stoddart St. Paul Highland Park High School	Wolfgang Taraba University of Minnesota	Richard Milles St. Paul Central High School
Laurie Weinberg Coon Rapids High School	Lieselotte Tschesche St. Paul Cleveland Junior High School	Gerhild Stiewe Inver Hills Community College
Florianne Wild University of Minnesota	Ray Wakefield University of Minnesota	Constance Sullivan University of Minnesota
Sally Sieloff Magnan University of Wisconsin-Madison	Dale L. Lange University of Minnesota	Theodore V. Higgs San Diego State University

CULTURE IN THE LANGUAGE CLASSROOM:
An Example of a Process

Among the Model Learner Outcomes for World Languages suggested for students in Chapter 3 are several related to a process for examining culture (D 1-7, page 00). This process was described in the first learner outcome document published for language education by the Minnesota Department of Education, **Some Essential Learner Outcomes (Foundation Learnings) in Modern Foreign Languages** (1977). That SELO document contained examples of the process applied to American and French culture.

As suggested in Chapter 3, the students' first encounter with this process might best use a topic from their native culture. The example that follows is an expanded version of the U.S. illustration from the 1977 SELO. In this ver)sion, special attention has been given to the need for a multicultural perspective. Teachers and students bring a variety of personal experiences to the learning situation. If these do not include a multicultural background, teachers can draw on research and community or other resources to supply the missing information so that the experience incorporates a variety of cultural perspectives. Attention is also given to gender-fair concepts. All learning materials and strategies should reflect multicultural, gender-fair approaches.

While the process as described in Chapter 3 and in the following example does not specifically link culture study with language acquisition, it will be most effective when the two are integrated. For most students the exploration of culture enhances the motivation to learn a language. In fact, culture is seen by many as the rationale for and content of the language curriculum, the driving force to learn the needed vocabulary, functions, notions, structures, and registers.

A process with the primary goal of integrating culture study with language acquisition is described by Linda Crawford-Lange and Dale L. Lange in Chapter 5 of the 1984 ACTFL Foreign Language Series volume, **Teaching for Proficiency, the Organizing Principle**, edited by Theodore V. Higgs (pages 139-177). The article also contains an extensive bibliography related to the study of culture.

CULTURE IN THE LANGUAGE CLASSROOM:
An Example of a Process

STEP 1:	The learner notices or is directed to an aspect of culture in learning materials, teacher presentations, or other sources, including personal experience.	Students notice that grandparents are often excluded in depictions of U.S. family life. Some students note that their own grandparents live far away; others mention that some grandparents reside with their families or close by.
STEP 2:	The learner, alone or in a group, makes a generalization about the culture based on this observation.	Students generalize that older persons in some segments of U.S. society tend to live apart from their grown children and their grandchildren. They notice that ethnic or racial differences affect this pattern. The concepts of "nuclear" and "extended" families are explored.
STEP 3:	The learner or group of learners seeks multiple sources of information related to the generalization such as magazines, newspapers, books, films, videos, slides, photos, databases, community resources familiar with the culture, and native informants. Information is sought about all groups within the culture, majority and minority, in order to assure a multicultural, gender-fair perspective.	Students search magazines for pictures of family groups in ads, features, and articles; they search newspapers for information. They find "Menus for Senior Citizens" that give locations for relatively inexpensive congregate dining. They relate incidents from TV shows about family life: situation comedies, newscasts and documentaries, etc. They interview classmates, faculty, family, community members. They make every attempt to seek information about all groups within the culture, majority and minority.
STEP 4:	The learner or group of learners questions and compares resources, examining them for potential limitations such as copyright date, intended audience, or purpose then describes, reports, and analyzes the findings.	Students note that magazine ads directed to the majority white culture are most likely to focus on youth or portray older adults in independent situations; the ads may idealize family relationships; ads with minority audiences in mind or sensitive to a multicultural society are different. They observe that magazines designed for older readers are a relatively recent development, and that the volume of information about and for the older generation has grown in recent years. They examine the materials

		for cultural stereotyping and for bias both for and against the issue. They notice related vocabulary: senior citizen, 55+, highrise, Medicare, hospice, living will, Alzheimer's disease. They examine the nature of TV programs that only rarely portray older citizens within an extended family setting. Interviews with older members of the community and correspondence/conversation with grandparents reveal that some value living with their children, others prefer a sense of independence. Again, the differences and similarities among the various majority and minority groups are noted.
STEP 5:	The learner or group of learners modifies the generalization, continues to seek additional information, and further refines the statement(s).	Students make refined statements based on their findings: 1) Some older people choose to live apart from their families because they value their independence. 2) Some are lonely and feel forgotten by their families. 3) In some cultural groups, several generations live together as an "extended family." 4) There are special services available to senior citizens in U.S. culture to help ensure adequate health care, nutrition, and recreational support. 5) Older citizens have a variety of housing options that allow independent living regardless of income. 6) The nursing home is a major issue. 7) The media often reinforce cultural stereotypes by promoting idealized majority group patterns.
STEP 6:	The learner or group of learners may examine a related feature in the native culture using the same process (steps 1-5).	This step is not appropriate in this example, since it is drawn from U.S. life. However, at this point, students might begin to explore the target culture.
STEP 7:	The learner or group of learners compares the refined statements about the target and native culture, describing the similarities and differences and assessing the validity of the comparison.	This step is not appropriate in this example, since it is drawn from U.S. life, unless students have begun cross-cultural comparisons as suggested above.

CURRICULUM PLAN: WORLD LANGUAGES AND CULTURES

A PLANNING FORM

This three-page form can be used to describe each language and culture sequence in the world languages curriculum. The **Curriculum Plan** form and the **Checklist for Proficiency-Oriented Programs** (Appendix E) cover the ten areas outlined in the Chapter 4 section on planning the world languages program.

This or a similar form can serve as either an assessment device to describe an existing sequence or as a planning tool to design a new program. Some curriculum teams may wish to formulate an "ideal" curriculum as a comparison instrument for assessing their current program.

Four sample plans are included at the end of Chapter 4. These plans represent articulated sequences of 13, 9, 6, and 4 years. Circumstances in each local district will determine the actual "profile" of the curriculum as shown in the plan.

Documents such as this plan and the **Checklist** in Appendix E can be used to share information about the program with parents, other districts, and colleges or universities. They may be particularly useful for students transferring from one district to another.

CURRICULUM PLAN: WORLD LANGUAGES AND CULTURES

DISTRICT _____ ISD Number _____

LANGUAGE AND CULTURE _____

LENGTH OF ARTICULATED SEQUENCE _____ Years _____ Maximum contact hours

GRADE LEVELS OF STUDENTS K 1 2 3 4 5 6 7 8 9 10 11 12

IMMERSION: Does the sequence contain an immersion program? YES NO

If YES:

Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12

☐ Total Immersion

☐ Partial Immersion % of day: _____
Subject areas: _____

FLEX Do students have a language/culture exploratory opportunity before beginning the sequence? YES NO

If YES:

Grade Level(s) K 1 2 3 4 5 6 7 8 9 10 11 12

Length of course: ____ weeks ____ days/week ____ minutes/day

☐ Single language/culture: _____

☐ Multiple languages/cultures: _____

COURSES IN THE SEQUENCE Use the **Checklist for Proficiency-Oriented Programs** (Appendix E) to describe individual courses.

TITLE	TIME ALLOCATION (minutes/day)	GRADE LEVEL(s)

PROGRAM OUTCOMES Indicate the Model Learner Outcomes from the Minnesota Department of Education (Chapter 3) selected for this program or attach a list of locally developed outcomes.

LANGUAGE USE:	LISTENING	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
		21	22	23	24	25					
	SPEAKING	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
		21									
	READING	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
	WRITING	1	2	3	4	5	6	7	8	9	10
		11	12	13	14	15	16	17	18	19	20
		21									
CULTURE:	The Nature of Culture	1	2	3	4	5	6				
	Cultural Themes	1	2	3	4	5	6	7	8	9	
	Discovery/Exploration of Another Culture	1a	1b	1c	1d	2a	2b	2c	3a	3b	3c
KNOWLEDGE ABOUT LANGUAGE:	The Sound System	1	2	3	4	5					
	The Writing System	1	2	3							
	Vocabulary	1	2	3	4	5	6				
	Grammar	1	2	3	4	5					
LEARNING A LANGUAGE:	The Nature of Language	1	2	3	4	5					
	Language Learning	1	2	3	4	5					
		6	7	8	9	10					
		11	12	13	14	15	16				

PROFICIENCY LEVELS If the ACTFL Proficiency Guidelines are used as a framework for this program, indicate the proficiency goals for students who complete the sequence:

LISTENING	____	Novice Low	____	Intermediate Low	____ Advanced
	____	Novice Mid	____	Intermediate Mid	____ Advanced Plus
	____	Novice High	____	Intermediate High	____ Superior
SPEAKING	____	Novice Low	____	Intermediate Low	____ Advanced
	____	Novice Mid	____	Intermediate Mid	____ Advanced Plus
	____	Novice High	____	Intermediate High	____ Superior
READING	____	Novice Low	____	Intermediate Low	____ Advanced
	____	Novice Mid	____	Intermediate Mid	____ Advanced Plus
	____	Novice High	____	Intermediate High	____ Superior
WRITING	____	Novice Low	____	Intermediate Low	____ Advanced
	____	Novice Mid	____	Intermediate Mid	____ Advanced Plus
	____	Novice High	____	Intermediate High	____ Superior

AREAS OF EMPHASIS

Does the program provide for student development in these domains:

psychomotor?	YES	NO
cognitive?	YES	NO
affective?	YES	NO

Do methods, materials, and activities selected for this program reflect:

multicultural perspectives?	YES	NO
gender-fair concepts?	YES	NO
international/global themes?	YES	NO
teaching for thinking?	YES	NO

Are program and course descriptions written in nondiscriminatory language?

YES NO

ATTACHMENTS
District/School Philosophy and Mission
District Philosophy of World Languages Education
District Mission for the World Languages Program
Course Descriptions
Members of the World Languages Curriculum Committee

CHECKLIST FOR PROFICIENCY-ORIENTED PROGRAMS
A COURSE DESCRIPTION FORM

This multipage form is based on the work of the Curriculum Definition Committee of the Minnesota Department of Education. Documents developed by this group will be used to collect data from schools to monitor and give technical assistance in the areas of curriculum, teacher assignments, and program administration.

Teachers and/or the local curriculum development committee may want to use or adapt this form to assess the components of each course in the language curriculum. Periodic review of courses will facilitate planning and revision.

The **Checklist** may also be used to assess or develop courses in the language sequence when using the curriculum development process outlined in Chapter 4. It will then be used in conjunction with the **Curriculum Plan** form in Appendix D.

A sample of the first two pages of this form is printed at the end of Chapter 4. This sample shows which outcomes might be included in a third-level course for a non-western language. The length of the class period and the number of days in the school year are important factors in determining the course goals in terms of outcomes and proficiency levels. Individual circumstances will dictate the exact nature of courses in local districts.

A CHECKLIST FOR PROFICIENCY-ORIENTED PROGRAMS

LANGUAGE AND CULTURE _____ DISTRICT/SCHOOL _____

COURSE TITLE _____

COURSE LENGTH (circle one) Year Semester Trimester Quarter

LENGTH OF TERM _____ days LENGTH OF PERIOD _____ minutes

MAXIMUM CONTACT HOURS _____

GRADE LEVEL(S) OF STUDENTS K 1 2 3 4 5 6 7 8 9 10 11 12

COURSE LEVEL (Check all that apply)

_____ Exploratory (FLEX)
_____ Beginning
_____ Intermediate
_____ Advanced

_____ FLES (Elementary School)

_____ Immersion

PREREQUISITE COURSE(S):

PROFICIENCY LEVELS

If a range of proficiency has been determined for this course using the ACTFL Proficiency Guidelines, please check all appropriate levels for each skill. A range of levels is necessary to accommodate individual differences and to provide activities beyond the desired level of proficiency in order for that level to be reached.

LISTENING	_____ Novice Low	_____ Intermediate Low	_____ Advanced
	_____ Novice Mid	_____ Intermediate Mid	_____ Advanced Plus
	_____ Novice High	_____ Intermediate High	_____ Superior
SPEAKING	_____ Novice Low	_____ Intermediate Low	_____ Advanced
	_____ Novice Mid	_____ Intermediate Mid	_____ Advanced Plus
	_____ Novice High	_____ Intermediate High	_____ Superior
READING	_____ Novice Low	_____ Intermediate Low	_____ Advanced
	_____ Novice Mid	_____ Intermediate Mid	_____ Advanced Plus
	_____ Novice High	_____ Intermediate High	_____ Superior
WRITING	_____ Novice Low	_____ Intermediate Low	_____ Advanced
	_____ Novice Mid	_____ Intermediate Mid	_____ Advanced Plus
	_____ Novice High	_____ Intermediate High	_____ Superior

OUTCOMES

List the (Model) Learner Outcomes that have been determined for this course by recording an appropriate code in one of the columns below.

		INTRODUCTION	EMPHASIS	REINFORCEMENT
LANGUAGE USE	Listening			
	Speaking			
	Reading			
	Writing			
CULTURE	The Nature of Culture			
	Cultural Themes			
	Discovery and Exploration of Another Culture			
KNOWLEDGE ABOUT LANGUAGE	The Sound System			
	The Writing System			
	Vocabulary			
	Grammar			
LEARNING A LANGUAGE	The Nature of Language			
	Language Learning			

KNOWLEDGE/SKILLS/UNDERSTANDINGS

A. Estimate the percent of the time devoted to each of the areas. When two or more areas are integrated such as listening and speaking or culture and reading, include the percentages in both areas. The total for the four areas may be more than 100 percent.

1. LANGUAGE USE (student use of receptive and expressive skills in the target language--working in the target language, not in English)

   Receptive: LISTENING _____ % READING _____ %

   Expressive: SPEAKING _____ % WRITING _____ %

2. CULTURE (the nature of culture, cultural themes, the discovery and exploration of other cultures)

   Target-language culture(s) _____ %

   Global awareness/perspectives _____ %

   Multicultural/Cross-cultural comparisons _____ %

3. KNOWLEDGE ABOUT LANGUAGE

   The sound system _____ %

   The writing system _____ %

   Vocabulary _____ %

   Grammar _____ %

4. LEARNING A LANGUAGE

   The nature of language _____ %

   Language learning (strategies, models, transfer) _____ %

B. Estimate the percent of language use in all phases of this course:

By students:		By teachers:	
Target language	_____ %	Target language	_____ %
Native language	_____ %	Native language	_____ %

FUNCTIONS/CONTENT TOPICS (Check all areas included in this course)

A. FUNCTIONS

LISTENING	READING		SPEAKING	WRITING
Understands a speaker/writer who is:			Uses speech or writing for:	
____	____	Listing	____	____
____	____	Understanding/Repeating memorized material	____	____
____	____	Using appropriate greetings/leave-takings	____	____
____	____	Making simple statements	____	____
____	____	Asking questions	____	____
____	____	Answering questions	____	____
____	____	Seeking basic information or permission	____	____
____	____	Following directions	____	____
____	____	Expressing confusion	____	____
____	____	Making excuses	____	____
____	____	Expressing emotions	____	____
____	____	Expressing likes/dislikes	____	____
____	____	Giving instructions	____	____
____	____	Understanding/Making complex statements	____	____
____	____	Describing	____	____
____	____	Narrating	____	____
____	____	Summarizing	____	____
____	____	Discussing	____	____
____	____	Gathering information	____	____
____	____	Paraphrasing	____	____
____	____	Complaining	____	____
____	____	Giving opinions	____	____
____	____	Maintaining conversation	____	____
____	____	Referring to past events	____	____
____	____	Referring to future events	____	____
____	____	Resolving problem situations	____	____
____	____	Supporting opinions	____	____
____	____	Hypothesizing	____	____
____	____	Influencing/Encouraging	____	____
____	____	Persuading	____	____
____	____	Negotiating	____	____
____	____	Representing a point of view	____	____
____	____	Choosing an approach to fit the audience	____	____

B. TOPICS

_____ Basic personal information (names, titles, ages, addresses)

_____ Greetings/Leave-takings/Courtesy expressions

_____ Daily life and routines

_____ School life and settings

_____ Family life and settings

_____ Family relationships

_____ Numbers

_____ Time

_____ Calendar (days, months, seasons, dates)

_____ Colors

_____ Animals

_____ Sports

_____ Leisure-time activities

_____ Work

_____ Holidays/Special events

_____ Telephone use

_____ Travel: Transportation

_____ Travel: Lodging

_____ Eating

_____ Other: _____

_____ Body

_____ Feelings

_____ Health

_____ Weather

_____ Clothing

_____ Shopping

_____ Money

_____ Geography

_____ History

_____ Current events

_____ Politics

_____ Advertising

_____ Media (TV, radio, newspapers, magazines)

_____ Science/Technology

_____ Music

_____ Art

_____ Humanities

_____ Poetry

_____ Short stories

_____ Other literature: _____

_____

INSTRUCTION

A. Attach a list of the methodologies/strategies used in this course.

Indicate whether the methods and strategies foster:

Language Use	Listening	YES	NO
	Speaking	YES	NO
	Reading	YES	NO
	Writing	YES	NO
Culture		YES	NO
Knowledge about Language		YES	NO
Learning a Language		YES	NO

B. Check the features that apply to this course:

_____ Large group

_____ Small group

_____ Pairs

_____ Homework

_____ Peer tutoring

_____ Cross-age tutoring

_____ Independent study

_____ Individualized instruction

_____ Interactive television

_____ Language lab

_____ Electronic classroom

_____ Computer-aided instruction

_____ Cooperative learning

_____ Competition

_____ Contact with native speaker(s)

_____ Contact with target culture(s)

_____ Multicultural concepts

_____ Gender-fair concepts

_____ International/Global education activities (target culture[s])

_____ International/Global education activities (non-target culture[s])

_____ School credit

_____ College credit

_____ Advanced Placement

_____ International Baccalaureate

_____ Teaching for thinking

_____ Other: _____

C. MATERIALS

If a basic text is used, give:

TITLE _____

PUBLISHER _____ COPYRIGHT YEAR _____

List all text-related materials that will be used in the course:

Attach a list of all (other) materials needed for this course:

Print
Non-Print/Audiovisual
Software/Courseware
Reference
Evaluation
Other

D. Attach a list of the equipment needed to conduct this course.

E. Attach a description or sketch of the physical setting in which this course is conducted.

Does this setting facilitate communication?	YES	NO
Is the target culture evident in this setting?	YES	NO
Is access to electronic equipment easy?	YES	NO
Is space for browsing/exploration available?	YES	NO

EVALUATION

Attach a list that describes the assessment strategies used for each of the areas in this course.

Listening
Speaking
Reading
Writing
Culture
Knowledge about Language
Learning a Language

Or, attach samples of tests, quizzes, surveys, etc.

GLOSSARY

This glossary contains words that have key significance for the Model Learner Outcomes or words that may be new to the reader or that may have new meanings. Some of the definitions are common to all learner outcome documents published by the Minnesota Department of Education as part of the **Coordinated Model for Educational Improvement.** Others are unique to the field of world languages education. Suggestions for future versions of this glossary are welcome.

The number in parentheses following each entry indicates the page number on which the term first appears in this document.

Accuracy The correctness with which learners control the target language; may refer to aspects of the sound or writing systems, grammar, vocabulary, or to the appropriateness for the social and cultural context; one of the three components of proficiency--the others are content and function. (29)

Achievement testing A process for evaluating the mastery of specific course content, traditionally measuring discrete points in a body of knowledge; examples include unit or chapter tests, quizzes, semester and final exams; students generally know the nature of achievement tests and can prepare for them. (65)

ACTFL The American Council on the Teaching of Foreign Languages, Inc., a professional organization for language educators (see Resource Item 11, Appendix H); one of the major forces in defining proficiency, establishing evaluation strategies, and promoting curriculum applications; publisher of the ACTFL Proficiency Guidelines, developed in conjunction with the Educational Testing Service. (20)

Affective The domain of learning that is primarily concerned with the development of attitudes and values; deals with emotions, feelings, likes, and dislikes; the other domains are the psychomotor and the cognitive. (28)

Applying The middle level of the cognitive domain, corresponding to the third level of Bloom's Taxonomy of Cognitive Objectives: application. (28)

Articulation The policy of providing smooth transitions for students from year to year, level to level, and course to course, so that learning is a progression of linked experiences that build toward mastery. (29)

Assessment Testing, measurement, evaluation of performance; the item bank proposed for each Model Learner Outcomes document is part of the Minnesota Assessment Program. (18)

Authentic texts Listening and reading materials from the target culture and in the target language; although originally intended for native audiences, unedited authentic texts that are carefully chosen can be used even in the earliest stages of language instruction (see Chapter 4: Materials). (30)

Bloom's Taxonomy A theoretical framework for classifying the goals and objectives of the educational process; identifies six levels for the cognitive domain: knowledge, comprehension, application, analysis, synthesis, and evaluation; developed in the 1950s by Benjamin S. Bloom and others (see Appendix G: Bibliography). (29)

Circumlocution A communication strategy used when precise vocabulary is unknown or forgotten; a type of paraphrase in which speakers or writers describe the characteristics or elements of the action or object for which they are lacking specific vocabulary. (35)

Cognate A word occurring in two or more languages that originated in a common ancestral language; cognates may be identical in appearance or sound or show some variation, but they share similar meanings; false cognates may look or sound alike and may even be related in origin, but they do not have the same meaning. (30)

Cognitive The domain of learning that is primarily concerned with the development and processing of knowledge; associated with mental or intellectual outcomes; involves rational and analytical thinking processes; ranges from rote learning of facts to problem solving; the other domains are the psychomotor and the affective. (28)

Communicative competence Functional language proficiency; the expression, interpretation, and negotiation of meaning involving interaction between two or more persons or between a person and a written or oral text; as contrasted with linguistic or grammatical competence, which is concerned solely with the form rather than the total nature of the communication; also referred to as communicative language proficiency. (19)

Connected text Speech or writing that extends beyond a single utterance or sentence; also referred to as connected discourse. (37)

Content The topics that serve as the subject matter of communication; one of the three components of proficiency--the others are function and accuracy. (29)

Curriculum As defined in the 1987 Minnesota PER Law (M.S. 126.661, Subd. 2), the "written plans for providing learning experiences that lead to the acquisition of knowledge, skills, and attitudes;" the definition of curriculum in the Minnesota Department of Education's **Coordinated Model for Educational Improvement** specifies the inclusion of "outcomes...to specify the content; objectives to set a standard for performance; awareness, emphasis, and reinforcement instruction to provide a developmental progression for learning; and methods, materials, and media appropriate to the content and students' developmental level." (17)

Domain A sphere of function; field or area; used to classify the three types of development, behavior, or learning: affective, cognitive, and psychomotor; categories of outcomes. (28)

Exploratory A type of language course that allows students to explore one or more languages and cultures prior to electing an extended sequence; also known as foreign language experience or FLEX; exploratory programs are usually of short duration, a year or less, but they may be the first component of an articulated sequence; see Chapter 4. (59)

Expressive skills Speaking and writing; combine with the receptive skills to constitute the four modalities of language use; develop more slowly for most learners and most languages than the receptive skills; also known as productive or production skills. (29)

FLES Foreign Language in the Elementary School; usually one hour or less per day; that part of an articulated language sequence that begins before secondary school; formerly used to mean any type of language program at the elementary-school level; see Chapter 4. (58)

FLEX Foreign Language Exploratory or Experience programs; short-term programs designed to introduce learners to language study over the period of a school year or less; see **Exploratory** and Chapter 4. (59)

Function Way language is used; for example, to give information, to persuade, to express joy, anger, indifference; the purpose of a spoken or written communication; the use that can be made of a grammatical construction; one of the three components of proficiency--the others are content and accuracy. (29)

Gender-fair education The educational processes that foster knowledge of, respect and appreciation for the historical and contemporary contributions of men and women to society, as well as those educational processes that reflect the wide variety of roles open to both women and men; conscious use of inclusive language to support these objectives. (22)

Goal The purpose of an endeavor; a desired end result; may be more idealistic than an objective, which is attainable by concrete, practical means. (7)

Idiomatic expression A phrase or sentence, peculiar to a given language, that cannot be successfully translated word for word or understood through its individual components; these expressions are not predictable from language to language. (31)

Immersion An approach to language education that seeks to develop high levels of communicative language proficiency by teaching content through the target language; immersion programs usually begin in Kindergarten or first grade (early immersion), but may start in grades 4-5 (delayed or middle immersion) or as late as junior high school (late immersion); all elementary school subjects may be taught in the target language (total immersion) or at least half of the daily curriculum (partial immersion); in the secondary school, early immersion students may elect content courses taught in the language as well as courses to maintain language skills and expand cultural understandings; see Chapter 4. (18)

Instruction As defined in the 1987 Minnesota PER LAW (M.S. 126.661, Subd. 4), the "methods of providing learning experiences that facilitate pupil progress in attaining outcomes." (21)

Integrating The highest level of the cognitive domain, corresponding to the fourth, fifth, and sixth levels of Bloom's Taxonomy of Cognitive Objectives: analysis, synthesis, and evaluation. (28)

International/Global education As defined by the Minnesota Department of Education a "carefully designed elementary and secondary program that helps students develop the knowledge, skills, and attitudes needed to contribute effectively in an interdependent world characterized by diversity and limited by unequal distribution of natural resources. An international/global perspective means viewing the world and its people with understanding and concern. Understanding requires knowledge of, and respect for, differences and similarities of the world's people, the process of development, and how goods, services, and ideas are exchanged. Concern necessitates assuming responsibility for the needs of all people and commitment to finding just and peaceful resolution to global issues. The desired outcome of international/global education in Minnesota is to enable citizens in our democracy to participate more actively at local, state, national, and international levels." (26)

Intonation The way a speaker utters tones, especially with regard to the accuracy of pitch; the use of tone and pitch to convey meaning; probably present in most languages. (30)

Juncture The transition or mode of transition from one sound to another in spoken language; for example, "liaison" in French, the glottal stop in German. (30)

Knowing The lowest level of the cognitive domain, corresponding to the first two levels of Bloom's Taxonomy of Cognitive Objectives: knowledge and comprehension. (28)

L1 A person's first language; a language acquired in early childhood; native language; mother tongue; primary language; dominant language. (30)

L2 A person's second language; a language learned after the basics of a first or primary language (L1) have been acquired; foreign language; target language. (29)

Language acquisition The process by which vocabulary, structure, and other linguistic features are internalized, resulting in communicative language proficiency. (29)

Learner outcome A knowledge, skill, or affect to be developed by students as an expectation of participation in a planned learning experience; as defined in the 1987 Minnesota PER Law (M.S. 126.661, Subd. 3), "a specific educational goal of the curriculum;" the PER Law defines essential learner outcomes as "the specific basic learning experiences that must be provided for all students." (7)

Mastery Student attainment of an outcome to the level specified in an objective. (59)

Mission A clear statement of purpose; a statement that provides a common direction for all involved persons and groups; ultimately, the basis for accounting for the success of an endeavor. (7)

Morphological Pertaining to the study of word formation; related to morphology, the subdivision of grammar that describes the combining of morphemes, the "building blocks" of words such as roots, prefixes, and suffixes. (37)

Multicultural education The educational processes that promote knowledge, understanding, and appreciation of the cultural diversity of a pluralistic society; in the United States, special emphasis shall be placed on American Indians, Asian Americans, Black Americans, Hispanic Americans, Native Americans, and handicapped individuals; when teaching and learning about other societies, equitable treatment shall be accorded all groups represented in the culture. (22)

Objective A specific description of student performance to be achieved as a result of instruction, stated in measurable terms; identifies a standard for mastery. (22)

Oral Proficiency Interview (OPI) A face-to-face conversation, 10-30 minutes in duration, used to assess a candidate's ability to function orally in the target language (and culture); a broad measure looking for sustained control; structured to include a warm-up phase, level checks, probes to higher levels, and a wind-down phase; interviewers need special training and a superior rating themselves; the OPI differs from oral achievement testing in both the frequency of use and the complex structure followed by the certified tester. (21)

Orthographic Pertaining to the writing system of a language; related to orthography, the method of representing the sounds of a language by written symbols; also referring to correct spelling. (38)

Outcome See **Learner outcome.**

Outcome-based education As defined in the Minnesota Department of Education's **Coordinated Model for Eduational Improvement**, "the alignment of expected learner outcomes, instruction focused on those outcomes, and assessment of student attainment of those outcomes." (52)

Paraphrasing The restating of a text in other words, often to clarify meaning; a variety of communication strategies including circumlocution, word coinage, and approximation; used in spoken and written communications. (35)

PER process Planning, evaluating, and reporting; as defined in the 1987 Minnesota PER Law (M.S. 126.661, Subd. 6), "a process, described in sections 18 to 23 and 126.67, to establish a cycle for curriculum identification, implementation, review, and improvement that is reported to the community and the state." (52)

Philosophy A statement or system of motivating concepts, beliefs, or principles; a basic theory or viewpoint; the highest or second highest element in the hierarchy of statements leading to the development of learner outcomes--the others are values, mission, and goals. (7)

Pitch The musical tone produced by the tension of the vocal chords when syllables or longer segments are spoken; used to differentiate meaning of individual syllables in some languages spoken in Asia, Africa, and the Americas. (30)

Proficiency The range of tasks that an individual can perform in the context of real life; progresses geometrically from little functional ability to native-like competence; defined for the ACTFL Proficiency Guidelines in terms of three components: content, function, accuracy; basically what a person can do in a language; doing things through language. (18)

Proficiency testing A process for evaluating an individual's general competence, independent of any particular curriculum or course of study; a global measure of the candidate's ability to perform, such as in an Oral Proficiency Interview; students rarely know details of what will be assessed and cannot make specific preparations for the test; assessing students on their ability to use language. (20)

Psychomotor The domain of learning that is primarily concerned with the development of muscular strength and coordination; associated with outcomes that are physical or manipulative in nature; the other domains are affective and cognitive. (28)

Receptive skills Listening and reading; combine with the expressive skills to constitute the four modalities of language use; develop more quickly for most learners and most languages than the expressive skills; also known as reception skills. (24)

Register The various levels of language use such as formal/informal, polite/impolite, vulgar/refined speech; a variety of language defined in terms of its use; the choice or use of language in different social settings. (46)

Romanization The practice of writing or transliterating in the Latin alphabet; a system of using Western writing conventions to record languages that employ writing systems other than the Latin alphabet. (39)

Second language A language learned after the basics of a first or primary language (L1) have been acquired; L2; target language; a term used in the U.S. to avoid classifying native, non-English languages as "foreign." (20)

Sequence In language education, the continuous series of courses available to students; the articulated language program in a district. (17)

Standard dialect The commonly accepted version of a language; the most prevalent representation of a language, particularly as used in official contexts and the media. (32)

Syntactic pattern A phrase or sentence that exhibits the typical ways a language puts words together; a grammatical utterance. (49)

Target language/culture The language and culture that is the focus of instruction, as contrasted with the learner's native language and culture. (26)

Temporal reference A word, phrase, syntactic pattern, or other linguistic device that indicates time. (38)

Tone The pitch of a word used to determine its meaning; a feature of tonal languages such as Mandarin Chinese. (30)

World languages The modern and classical languages known in the world; second languages, particularly those offered for instruction; a term used in the United States to avoid classifying native, non-English languages as "foreign"; in Minnesota schools, languages that satisfy the curriculum rules of the State Board of Education. (15)

BIBLIOGRAPHY

The publications annotated in this bibliography represent a sampling of recent works in language acquisition theory, methodology, research, testing, and other areas related to language education. A final section lists volumes in four important series published annually for language educators. All other entries are arranged alphabetically by author, editor, or title.

A wealth of additional readings is available in the journals listed in Appendix H. Primarily due to a desire to keep the bibliography as concise as possible, no journal articles are included in this list.

ACTFL Foreign Language Series

Annual volumes are published for the American Council on the Teaching of Foreign Languages (ACTFL) by the National Textbook Company. See page 11 of this Bibliography for a list of recent titles.

ACTFL Proficiency Guidelines. Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages, 1986.

This edition presents revised generic guidelines for speaking, listening, reading, and writing; special attention was given to eliminating any pro-Western language bias.

ACTFL Provisional Proficiency Guidelines. Hastings-on-Hudson, NY: American Council on the Teaching of Foreign Languages, 1983.

This first edition of the guidelines provides descriptions for speaking, listening, reading, writing, and culture in generic, French, German, and Spanish versions; prepared in conjunction with the Educational Testing Service (ETS).

Applications of Technology: Planning and Using Language Learning Centers. CALICO Monograph Series (1). Provo, UT: CALICO in conjunction with IALL, 1986.

This collection of articles covers computer-assisted language instruction, language labs/learning centers, satellite reception, multistandard video, and using the lab for testing.

Arendt, Jermaine D., Dale L. Lange, and Pamela J. Myers, editors. **Foreign Language Learning, Today and Tomorrow: Essays in Honor of Emma M. Birkmaier.** New York, NY: Pergamon Press, 1979.

Looking at present and past experiences, the essay authors address key issues that will affect the quality of language education in the future.

Asher, James J. **Learning Another Language Through Actions: The Complete Teacher's Guidebook.** Third edition. Los Gatos, CA: Sky Oaks Productions, 1986.

The developer of Total Physical Response (TPR) describes the strategy and provides an extended day-by-day plan.

Baker, Gwendolyn C. **Planning and Organizing for Multicultural Instruction.** Reading, MA: Addison-Wesley, 1983.

In addition to providing a conceptual approach to curriculum development, this book offers practical suggestions for classroom activities in several content areas.

Banks, James A. **Teaching Strategies for Ethnic Studies.** Third edition. Rockleigh, NJ: Allyn and Bacon, 1983.

This book is designed to help teachers attain the content, strategies, concepts, and resources needed to develop a multicultural educational program; it provides a rationale for multicultural education, information on major American ethnic groups, and strategies for integrating multicultural concepts into curriculum.

Baron, Joan Boykoff, and Robert J. Sternberg, editors. **Teaching Thinking Skills: Theory and Practice.** New York, NY: W.H. Freeman and Company, 1987.

The editors present essays by ten eminent psychologists, educators, and philosophers that unite classical and modern theories of thought with the latest practical approaches to the learning and teaching of thinking skills.

Benderson, Albert. **Foreign Languages in the Schools.** Focus 12. Princeton, NJ: Educational Testing Service, 1983.

The author and editor of the FOCUS series, which discusses critical issues in education and how ETS and others are coping with them, describes the "Foreign Language Crisis" and provides background on the history of foreign language studies, new methodologies, oral proficiency testing, "blue ribbon" and immersion programs, and college curricula.

Benevento, Jacqueline. **Issues and Innovations in Foreign Language Education.** PDK Fastback Series (Number 222). Bloomington, IN: Phi Delta Kappa Educational Foundation, 1985.

The author discusses the need for foreign language study, foreign language teaching today, defining and measuring proficiency, teacher preparation, research, and promoting public awareness.

Bloom, Benjamin S., editor. **Taxonomy of Educational Objectives. Handbook 1: Cognitive Domain.** New York, NY: Longman, 1956.

The editor, working with a committee of four other college examiners, presents a theoretical framework for classifying the goals and objectives related to the cognitive domain of the educational process; includes background discussion, definitions, illustrative objectives, testing concerns and examples, and a handy condensed version of the taxonomy in an appendix.

Boyer, James B., and Joe L. Boyer. **Curriculum and Instruction after Desegregation.** Manhattan, KS: AG Press, 1975.

The authors provide strategies and ideas for use in integrating multicultural concepts into the school curriculum.

Burling, Robbins. **Sounding Right: An Introduction to Comprehension-Based Language Instruction.** Rowley, MA: Newbury House, 1982.

The author examines ways in which one learns a second language and outlines methods to hasten this process, with emphasis on comprehension rather than production.

CAL/ERIC Language in Education: Theory and Practice Series.

Several volumes are issued annually by the Center for Applied Linguistics (CAL). See pages 11-12 of this Bibliography for a list of recent titles.

Central States Conference Reports.

Annual volumes are published by the National Textbook Company. See page 12 of this Bibliography for a list of recent titles.

College Board, as part of the Educational EQuity Project. **Academic Preparation in Foreign Language: Teaching for Transition from High School to College.** New York: The College Board, 1986.

Principal writers Judith Liskin-Gasparro and June K. Phillips and the Foreign Language Advisory Committee present outcomes for a proficiency-based curriculum for the college bound; they discuss curriculum and teaching issues and link foreign language to basic academic competencies.

Cooper, Thomas C., editor. **Research Within Reach: Research-guided Responses to the Concerns of Foreign Language Teachers.** Report of the ACTFL/SCOLT Task Force on Research in Foreign Language Education. Athens, GA: Agee Publishers, 1985.

The Task Force addresses questions in the areas of learner variables and language acquisition, skill development and content, the learning environment, and the benefits of language study.

Coordinated Model for Educational Improvement. St. Paul, MN: Minnesota Department of Education, 1986.

This set of eight process documents and an introduction explains and illustrates a suggested model for use by Minnesota school districts and related organizations and agencies. The model is firmly grounded in the concepts of the PER legislation and outcome-based education and serves as the organizing principle for Department of Education delivery of its leadership, service, and regulatory activities (see Resource Item 37 in Appendix H).

Costa, Arthur L., editor. **Developing Minds: A Resource Book for Teaching Thinking.** Alexandria, VA: Association for Supervision and Curriculum Development, 1985.

The book presents a collection of articles, instruments, references, and other resources useful to educators planning instructional programs involving the development of thinking skills.

Curtain, Helena Anderson, and Carol Ann Pesola. **Languages and Children: Making the Match.** Reading, MA: Addison-Wesley, 1988.

The authors combine the theoretical with the practical as they discuss the history of elementary school language programs and provide program models and guidelines for FLES, FLEX, and immersion; they address methodology, activities, materials, and resources and include an extensive bibliography.

Distler, Paul F. **Teach the Latin, I Pray You.** Amherst, MA: Classical Association of New England (CANE), reprint of the 1969 edition.

CANE describes this publication as the most comprehensive handbook on the teaching of Latin available. Many more books, articles, and teaching materials are listed for purchase through the New England Classical Newsletter (see Resource Item 23 in Appendix H).

Dulay, Heidi, Marina Burt, and Stephen Krashen. **Language Two.** New York, NY: Oxford University Press, 1982.

The authors discuss second-language acquisition theory and practice in a clear style of particular use to practicing teachers.

Ervin, Gerard L., guest editor, and Davd P. Benseler, editor. **Pathways to Change in Language Teaching.** Modern Language Journal, Volume 67, Number 4 (Winter 1983).

Contributors take a broad look at the dynamics of the language education profession to provide an overview of issues and challenges.

Exemplary Practice Series: Foreign Language. Bloomington, IN: Phi Delta Kappa, 1988.

The 20 articles reprinted in this volume were selected from 1983-1987 professional literature and cover major areas of language research and practice including elementary school programs, computer-assisted instruction, testing, and evaluation. The texts focus on proficiency and communicative competence.

Fantini, Alvino E., editor. **Beyond the Language Classroom: A Guide for Teachers.** Brattleboro, VT: The Experiment in International Living, 1984.

This practical guide provides valuable resource material and practical suggestions for "identifying and using language/culture resources for developing communicative competence."

One of three publications in the INTERCULTURAL EXCHANGE SERIES, the others are:

Cross Cultural Orientation: A Guide for Leaders and Educators which contains as an insert:

Getting the Whole Picture: A Student's Field Guide to Language Acquisition and Culture Exploration (available separately).

Finocchiaro, Mary, and Christopher Brumfit. **The Functional-Notional Approach:From Theory to Practice.** New York, NY: Oxford University Press, 1983.

The authors discuss the theoretical basis and classroom applications of the functional-notional approach to language learning, which is widely used in Europe to produce communicative competence.

Foreign Language Proficiency Standards for Entrance and Graduation—College of Liberal Arts: A Guide for Teachers of French/German/Spanish. Minneapolis, MN: University of Minnesota, 1986.

Separate documents are available for the three most commonly taught languages in Minnesota schools; they discuss the CLA entrance standard and graduation requirement, provide details of the proficiency levels, and suggest approaches for curriculum.

Grittner, Frank M., editor. **Learning a Second Language.** Seventy-ninth NSSE Yearbook: Part II. Chicago, IL: National Society for the Study of Education, 1980.

This volume summarizes the major issues and trends relating to second-language teaching and learning in American schools and colleges for specialist and non-specialist readers.

A Handbook for Electronic Language Learning Centers. St. Paul, MN: Minnesota Department of Education, forthcoming (1989).

Compiled by a team of Minnesota language educators and technicians, this guide discusses planning, purchasing, installing, and using a variety of equipment and learning center models; includes a select bibliography, resources, and tested activities.

Henning, Grant. **A Guide to Language Testing: Developent, Evaluation, Research.** Cambridge, MA: Newbury House, 1987.

The author presents a guide to meet the needs of teachers and teachers-in-training who are preparing to develop tests, maintain testing programs, or conduct research in the field of language pedagogy.

Kennedy, Dora F., and William De Lorenzo. **Complete Guide to Exploratory Foreign Language Programs.** Lincolnwood, IL: National Textbook Company, 1985.

The authors define and describe exploratory courses particularly as they are implemented in middle/junior high schools; the book contains descriptions of successful programs.

King, David C. **Foreign Languages, International Studies, and Business Ally to Combat Our "Appallingly Parochial" Curriculum.** ASCD Curriculum Update Series. Alexandria, VA: Association for Supervision and Curriculum Development, Summer 1985.

The author provides an overview of trends and issues in language education.

Krashen, Stephen D. **Second Language Acquisition and Second Language Learning.** Oxford, UK: Pergamon Press, 1981.

The author presents a clear discussion of second-language acquisition theory and implications for the classroom.

Krashen, Stephen D., and Tracy D. Terrell. **The Natural Approach: Language Acquisition in the Classroom.** Hayward, CA: Alemany Press, 1983.

The authors present a guide for implementing the principles of second-language acquisition theory in beginning-level classes.

Lambert, Richard D. **Foreign Language Instruction: A National Agenda.** The Annals of the American Academy of Political and Social Science, Volume 490 (March 1987).

Nineteen contributors discuss a wide variety of topics related to the theory and practice of language education including curriculum, instruction, evaluation, technology, and teacher education.

Lambert, Richard D., Elinor G. Barber, Eleanor Jorden, Margaret B. Merrill, and Leon Twarog. **Beyond Growth: The Next Stage in Language and Area Studies.** A report by the Association of American Universities. Washington, D.C.: AAU, 1984.

The authors' comprehensive report on the first twenty-five years of NDEA support for language and area studies reviews current and past programs, major studies, and the needs of academia and the nation; recommendations focus on the necessity for coordination, collaboration, and cooperation.

Lange, Dale L., and Cathy Linder, editors. **Proceedings of the National Conference on Professional Priorities: November 1980, Boston, MA.** Hastings-on-Hudson, NY: ACTFL Materials Center, 1981.

The priorities discussed in this report include curriculum development, materials, evaluation and testing, global education, research, and teacher development.

Larsen-Freeman, Diane. **Techniques and Principles in Language Teaching.** New York, NY: Oxford University Press, 1986.

The author presents and analyzes eight current language-teaching approaches with practical illustrations of theory application in the classroom.

Linder, Cathy, editor, with Louise Peloquin. **Oral Communication Testing: A Handbook for the Foreign Language Teacher.** Lincolnwood, IL: National Textbook Company, 1977.

Published in conjunction with the American Association of Teachers of French (AATF), this handbook provides testing techniques for use in all language programs.

Lipton, Gladys C. **Practical Handbook to Elementary Language Programs.** Lincolnwood, IL: National Textbook Company, 1988.

The author provides program guidelines, sample lesson plans, strategies for public relations, and model program descriptions for FLEX, FLES, and immersion programs.

Lipton, Gladys C., editor. **A FLES Sampler: Learning Activities for Foreign Language in the Elementary School.** Champaign, IL: American Association of Teachers of French, 1987.

This second publication of the AATF FLES/Exploratory National Commission presents a variety of activities for early language learning compiled from programs throughout the nation; categories include colors, oral communication skills, reading readiness, time and numbers, TPR, verbs, vocabulary, and writing skills.

Lipton, Gladys C., Nancy C. Rhodes, and Helena Anderson Curtain, editors. **The Many Faces of Foreign Language in the Elementary School: FLES, FLEX, and and Immersion.** FLES/Exploratory National Commission Report. Champaign, IL: American Association of Teachers of French, November 1985.

The editors define and describe specific programs of foreign language in the elementary school (FLES), foreign language experience or exploration (FLEX) in grades K-6, and partial and total immersion at the elementary level.

Littlewood, William. **Communicative Language Teaching.** New York, NY: Cambridge University Press, 1981.

The author discusses a communicative view of language and defines communicative ability; he focuses on methodology and includes examples of teaching techniques and materials.

Moskowitz, Gertrude. **Caring and Sharing in the Foreign Language Class: A Sourcebook of Humanistic Techniques.** Rowley, MA: Newbury House, 1978.

The author defines and describes numerous humanistic activities, many for small groups, links them to grammatical topics, and provides vocabulary and expressions of feeling in seven languages.

Northeast Conference Reports.

Annual volumes are published by the Northeast Conference. See page 13 of this Bibliography for a list of recent titles.

Oller, John W., Jr., and Patricia Richard-Amato, editors. **Methods That Work.** Rowley, MA: Newbury House, 1983.

The contributors provide a smorgasbord of ideas for language teachers and an extensive list of references.

Omaggio, Alice C. **Teaching Language in Context: Proficiency-Oriented Instruction.** Boston, MA: Heinle and Heinle, 1986.

The author investigates issues in second-language learning and teaching from a perspective in which proficiency is the organizing principle; she looks at methodological trends, research, skill development, the accuracy issue, testing, culture, and curriculum.

Papalia, Anthony, editor. **A Communicative Syllabus: Teaching for Proficiency.** Schenectady, NY: New York State Association of Foreign Language Teachers, 1985.

Eighteen contributors share successful strategies for promoting communicative proficiency and implementing the New York State Syllabus: Modern Languages for Communication, including instructional design. NYSAFLT offers several other publications related to the state syllabus and global education.

Pesola, Carol Ann. **A Sourcebook for Elementary and Middle School Language Programs.** Revised Edition. St. Paul, MN: Minnesota Department of Education, forthcoming (1989).

The author presents a rationale for early language learning, program models for FLES, FLEX, and immersion, and provides an extensive resource list and bibliography.

Phillips, June K., and Alice C. Omaggio, guest editors; Patricia W. Cummins, editor. **Special Issue on the Receptive Skills.** Foreign Language Annals, Volume 17, Number 4 (September 1984).

This special issue is an outgrowth of the ACTFL-sponsored Symposium on Receptive Language Skills in November 1983; it addresses the theory, practice, and assessment of the listening and reading skills.

Rhodes, Nancy C., and Audrey R. Schreibstein. **Foreign Language in the Elementary School: A Practical Guide.** Washington, D.C.: Center for Applied Linguistics, 1983.

The authors provide a concise description of models and summary of techniques for elementary school language programs.

Rivers, Wilga M. **Communicating Naturally in a Second Language.** New York, NY: Cambridge University Press, 1983.

This collection of 13 essays suggests ways to enhance student achievement and focuses on student-centered and student-initiated activities.

Rivers, Wilga M. **Teaching French: A Practical Guide.** Lincolnwood, IL: National Textbook Company, 1988.

Also published in this series:

Teaching German: A Practical Guide
Teaching Spanish: A Practical Guide

These popular guides are published in new, expanded editions.

Rosengren, Frank H., Marylee Crofts Wiley, and David S. Wiley. **Internationalizing Your School: A Handbook and Resource Guide for Teachers, Administrators, Parents, and School Board Members.** New York, NY: National Council on Foreign Language and International Studies, 1983.

This useful guide provides rationale, definitions, and strategies for grassroots efforts at effecting change in schools and communities that want to foster global perspectives; contains resources and model program descriptions.

Savignon, Sandra J. **Communicative Competence: Theory and Classroom Practice.** Reading, MA: Addison-Wesley, 1983.

A leading proponent of communicative competence provides this basic resource for the communicative curriculum.

Schinke-Llano, Linda. **Foreign Language in the Elementary School: State of the Art.** Language in Education: Theory and Practice Series (Number 62). Washington, D.C.: Center for Applied Linguistics, 1986.

The author explores theoretical and practical aspects of elementary school language programs, including procedures for implementation and evaluation, and provides an excellent bibliography.

Seelye, H. Ned. **Teaching Culture: Strategies for Intercultural Communication.** Lincolnwood, IL: National Textbook Company, 1984.

This revised edition provides a fundamental resource on the teaching/learning of culture in the language classroom, including suggested activities and an extensive bibliography.

Simon, Paul. **The Tongue-Tied American: Confronting the Foreign Language Crisis.** New York, NY: Continuum, 1980.

A member of the U.S. Congress discusses foreign language and international studies in the context of national security and issues of peace and international understanding.

Stern, H.H. **Fundamental Concepts of Language Teaching.** New York, NY: Oxford University Press, 1983.

This very complete examination of learning and teaching second languages provides a readable discussion of the historical and theoretical background to language and to language education.

Stevik, Earl W. **Teaching Languages: A Way and Ways.** Rowley, MA: Newbury House, 1980.

The author discusses several innovative teaching approaches; he particularly provides helpful suggestions for using Suggestopedia.

Strasheim, Lorraine A., and Robert C. Lafayette. **Foreign Language Competence: New "Basic."** NASSP Curriculum Report Series (Volume 15, Number 1). Reston, VA: National Association of Secondary School Principals, September 1985.

The authors discuss the reviving interest in language study, the development of proficiency, with emphasis on the listening skill, and state initiatives; samples of the Indiana Modern Foreign Language Competencies are given.

Strategic Plan: Vision for Public Education in Minnesota. St. Paul, MN: Minnesota Department of Education, 1986.

This "working draft" document presents a planning process for local district use, supplies demographic information, and proposes six goals for public education in the state.

Strength Through Wisdom: A Critique of U.S. Capability. A Report from the President's Commission on Foreign Language and International Studies. Washington, D.C.: U.S. Government Printing Office, November 1979.

The first of many reports critical of U.S. education focuses on the "scandalous" state of language proficiency in the nation; includes suggestions for change.

Underwood, John H. **Linguistics, Computers, and the Language Teacher: A Communicative Approach.** Rowley, MA: Newbury House, 1984.

The two parts of this book address Language Teaching: Theory and Practice, and Language Teaching and the Computer, offering overviews of language learning theories, methodologies, and approaches as well as practical suggestions for using computers to promote communicative language acquisition.

Valette, Rebecca M. **Modern Language Testing.** Second edition. New York, NY: Harcourt Brace Jovanovich, 1977.

This handbook provides an introduction to language testing with special attention to principles and procedures of testing, methods of evaluation for six areas of instruction, and contemporary developments, including communicative competence.

ACTFL Foreign Language Series

Annual volumes are published by the National Textbook Company in Lincolnwood, IL 60646-1975.

Recent titles include:

Action for the '80s: A Political, Professional, and Public Program for Foreign Language Education edited by June K. Phillips. Volume 12 (1980)

Curriculum, Competence, and the Foreign Language Teacher edited by Theodore V. Higgs. Volume 13 (1981)

Practical Applications of Research in Foreign Language Teaching edited by Charles J. James. Volume 14 (1982)

Teaching for Proficiency, the Organizing Principle edited by Theodore V. Higgs. Volume 15 (1983)

Foreign Language Proficiency in the Classroom and Beyond edited by Charles J. James. Volume 16 (1984)

Defining and Developing Proficiency: Guidelines, Implementations, and Concepts edited by Heidi Byrnes and Michael Canale. Volume 17 (1987)

Modern Media in Foreign Language Education: Theory and Implementation edited by William Flint Smith. Volume 18 (1987)

Modern Technology in Foreign Language Education: Applications and Projects edited by William Flint Smith. Volume 19 (1988)

CAL/ERIC Language in Education: Theory and Practice Series

Several volumes are issued annually in this series produced by the Center for Applied Linguistics (CAL/ERIC: CLL)

Titles include:

Testing Oral Communication in the Foreign Language Classroom by Walter H. Bartz. Number 17 (1978-1979)

Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979: A Select, Annotated ERIC Bibliography compiled by Dale L. Lange and Ray T. Clifford. Number 24 (1979-1980)

PR Prototypes: A Guidebook for Promoting Foreign Language Study to the Public by Rosanne G. Royer and Lester W. McKim. Number 40 (1980-1981)

Teaching Writing in the Foreign Language Curriculum by Claire Gaudiani. Number 43 (1981-1982)

Functional-Notional Concepts: Adapting the Foreign Language Textbook by Gail Guntermann and June K. Phillips. Number 44 (1981-1982)

Error Correction Techniques for the Foreign Language Classroom by Joel C. Walz. Number 50 (1981-1982)*

Proficiency-Oriented Classroom Testing by Alice C. Omaggio. Number 52 (1982-1983)

Using Computers in Teaching Foreign Languages by Geoffrey R. Hope, Heimy F. Taylor, and James P. Pusack. Number 57 (1983-1984)*

Peer Involvement in Language Learning by Stephen J. Gaies. Number 60 (1984-1985)*

Directory of Foreign Language Service Organizations: 3 by Sophia A. Behrens. Number 61 (1984-1985)*

Approaches to Syllabus Design for Foreign Language Teaching by Karl Krahnke. Number 67 (1987)*

Second-Language Proficiency Assessment: Current Issues edited by Pardee Lowe, Jr., and Charles Stansfield. Number 70 (1988).

*These and future volumes will be available from Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, NJ 07675, (201) 767-5049.

Central States Conference Reports

Annual volumes are published by the National Textbook Company in Lincolnwood, IL 60646-1975.

Recent titles include:

A Global Approach to Foreign Language Education edited by Maurice Conner (1981)

ESL and the Foreign Language Teacher edited by Alan Garfinkel (1982)

The Foreign Language Classroom: New Techniques edited by Alan Garfinkel (1983)

Strategies for Foreign Language Teaching: Communication, Technology, Culture edited by Patricia Westphal (1984)

Meeting the Call for Excellence in the Foreign Language Classroom edited by Patricia Westphal (1985)

Second Language Acquisition: Preparing for Tomorrow edited by Barbara Snyder (1986)

Proficiency, Policy, and Professionalism in Foreign Language Education edited by Diane W. Birckbichler (1987)

Shaping the Future of Foreign Language Education: FLES, Articulation, and Proficiency edited by John F. Lalande II (1988)

Northeast Conference Reports

Annual volumes are published by the Northeast Conference, Middlebury, VT 05753.

Recent titles include:

Foreign Language and International Studies: Toward Cooperation and Integration edited by Thomas H. Geno (1981)

The Foreign Language Teacher: The Lifelong Learner edited by Robert G. Mead, Jr. (1982)

Foreign Languages: Key Links in the Chain of Learning edited by Robert G. Mead, Jr. (1983)

The Challenge for Excellence in Foreign Language Education edited by Gilbert A. Jarvis (1984)

Proficiency, Curriculum, Articulation: The Ties That Bind edited by Alice C. Omaggio (1985)

Listening, Reading, and Writing: Analysis and Application edited by Barbara H. Wing (1986)

The Language Teacher: Commitment and Collaboration edited by John M. Darcey (1987)

Toward a New Integration of Language and Culture edited by Alan J. Singerman (1988)

Also: **New Cases for Foreign Language Study** compiled by June K. Phillips (1981)

RESOURCES

The listings in this appendix describe basic resources for language educators and programs. An **Index** at the end of the section groups resources according to language or key area.

Where the name suggests an organization's purpose, the annotation contains only a list of benefits and services. Contact information is given only when there is an established office. Most organizations are national or regional; information about Minnesota affiliates or programs is given at the end of the national/regional entry. For example, MCTFL, the Minnesota Council on the Teaching of Foreign Languages, is listed under ACTFL (see Resource Item 11). All information is correct as of Autumn 1988.

Each organization, agency, or publication can provide further contacts for services and information. For example, listings of embassies and other cultural contacts can be obtained from language-specific organizations.

The World Languages Education Office maintains lists of the presidents and publications editors of Minnesota language education organizations. For current information, contact the Minnesota Department of Education (see Resource Item 37).

RESOURCES FOR WORLD LANGUAGES AND CULTURES EDUCATION

1. Academic Alliances in Foreign Languages and Literatures

   Connecticut College
   Box 2001
   New London, CT 06320 (203) 447-7800

   National network of school/faculty collaborative groups forming to facilitate communication across levels and languages; Rockefeller Fellowship Program for high school teachers.

   Collaborare (newsletter)

   Minnesota collaboratives established in Fargo-Moorhead, Marshall, and the Twin Cities, and in formation in other areas of the state.

2. Advocates for Language Learning (ALL)

   P.O. Box 4964
   Culver City, CA 90231 (213) 398-4103 or 397-2448

   An association of parents and other individuals interested in promoting and enhancing the study of second languages by children; annual conference, government and chapter liaison services.

   ALL Newsletter

   Minnesota Chapter: Meetings, consultant services.

3. American Association of Teachers of Arabic (AATA)

   SAIS/Johns Hopkins University
   1740 Massachusetts Avenue, N.W.
   Washington, D.C. 20036 (202) 785-6237

   Annual meeting, publications, student contest, member services.

   AL-ARABIYYA (journal)

4. American Association of Teachers of French (AATF)

   57 East Armory Avenue
   Champaign, IL 61820 (217) 333-2842

   Annual meeting/conference, National French Contest for students, Bureau de Correspondence Scolaire, FLES/Exploratory National Commission, pedagogical aids, placement bureau, summer scholarships, member and chapter services.

   THE FRENCH REVIEW (journal), AATF National Bulletin (newsletter)

   Minnesota Chapter: REFLETS de l'ETOILE DU NORD, Resource Directory, fall meeting, Atelier d'Hiver, A Vous la Parole oral contest.

BEST COPY AVAILABLE

5. American Association of Teachers of German (AATG)

523 Building, Suite 201
Route 38
Cherry Hill, NJ 08034 (609) 663-5264

Annual meeting/conference, Testing and Awards Program for students, printed materials center, audiovisual media center, travel programs, student organizations, placement service, member and chapter services.

THE GERMAN QUARTERLY and DIE UNTERRICHTSPRAXIS (journals), AATG Newsletter

Minnesota Chapter: STAATSBRIEF, Resource Directory, Deutsches Fest, student exchange program with Baden-Wuerttemberg, meetings, workshops.

6. American Association of Teachers of Italian (AATI)

4 Oakmount Road
Welland, Ontario L3C 4X8
Canada (416) 732-2149

Annual meeting/conference, placement and other member services.

ITALICA (journal), AATI Newsletter

7. American Association of Teachers of Slavic and East European Languages (AATSEEL)

M.L. 340
University of Arizona
Tucson, AZ 85721 (602) 621-3702

Annual meeting/conference, publications, placement and other member services.

SLAVIC AND EAST EUROPEAN JOURNAL, AATSEEL's Newsletter

8. American Association of Teachers of Spanish and Portuguese (AATSP)

Mississippi State University
P.O. Box 6349
Mississippi State, MS 39762-6349 (601) 325-2041

Annual meeting/conference, National Spanish Contest and Honor Society for students, cultural units for rental loan, placement bureau, member and chapter services.

HISPANIA (journal), Enlace (newsletter)

Minnesota Chapter: EL NOTICIERO, Resource Directory, State Spanish Contest for students, meetings, workshops, awards.

9. American Classical League (ACL)

Miami University
Oxford, OH 45056 (513) 529-4116

Annual meeting, workshops, resource center, National Latin and Greek Exams for students, consultant services, placement and other member services.

THE CLASSICAL OUTLOOK (journal)

Classical Association of Minnesota: Newsletter, annual conference.

BEST COPY AVAILABLE

10. American Council of Teachers of Russian (ACTR)

1619 Massachusetts Avenue, N.W.
Fifth Floor
Washington, D.C. 20036 (202) 328-ACTR (=2287)

Annual meeting, joint conferences, Olympiada for high school students, publications, consultant services, teacher exchanges.

RUSSIAN LANGUAGE JOURNAL, RUSSIAN LANGUAGE ABROAD, ACTR Lettr

Minnesota CTR: Meetings, Winter Festival, Olympiada.

11. American Council on the Teaching of Foreign Languages (ACTFL)

6 Executive Boulevard, Upper Level
Yonkers, NY 10701 (914) 963-8830

Annual meeting/conference, projects, oral interview training and certification, publications, member services.

ACTFL Foreign Language Series, FOREIGN LANGUAGE ANNALS (journal), ACTFL Newsletter

MCTFL: MINNESOTA LANGUAGE REVIEW, fall conference, spring regional meetings, awards program.

12. The American Forum

45 John Street
Suite 1200
New York, NY 10038 (212) 732-8606

Parent organization of GPE (Resource Item 32), NCFLIS (Resource Item 43), and the college/university level Council for Intercultural Studies and Programs (CISP); conducts periodic American Forum on international education issues.

13. Amity Institute

P.O. Box 118
Del Mar, CA 92014 (619) 755-3582

Sponsors young adult interns from abroad to assist in language programs in schools. These native speakers are available for quarter, semester, or academic year assignments.

Amity Bulletin, Amity Newsletter

14. Association for Supervision and Curriculum Development (ASCD)

125 North West Street
Alexandria, VA 22314-2798 (703) 549-9110

Annual conference, national curriculum study institutes, publications, audio- and videotape sales, member services.

ASCD YEARBOOK, EDUCATIONAL LEADERSHIP (journal), ASCD Update and Curriculum Update (newsletters)

Minnesota ASCD: MASCD JOURNAL, MASCD Word (newsletter), annual meeting, fall and spring conferences, awards program.

15. Association of Departments of Foreign Languages (ADFL)

10 Astor Place
New York, NY 10003-6981 (212) 614-6320

An association for college/university foreign language departments; annual meeting, workshops, summer seminars, publications, placement and member services.

ADFL BULLETIN (journal), ADFL Updates (newsletter)

16. Association of Teachers of Japanese (ATJ)

Department of East Asian Languages and Literature
Van Hise Hall
1220 Linden Drive
University of Wisconsin-Madison
Madison, WI 53706 (608) 262-1740 or 2291

Annual meeting, placement and member services.

JOURNAL OF THE ATJ, ATJ Newsletter

17. The Canadian Modern Language Review/La Revue canadienne des langues vivantes (CMLR/RCLV)

237 Hellems Avenue
Wellend, Ontario L3B 3B8
Canada

Quarterly journal devoted to linguistic and pedagogical articles, book reviews, and information for teachers of French, English, German, Italian, Spanish as second languages and also teachers of Heritage languages.

18. Center for Applied Linguistics (CAL)

1118 22nd Street, N.W.
Washington, D.C. 20037 (202) 429-9292

Consultant services, technical assistance, workshops, publications; ERIC Clearinghouse on Languages and Linguistics (see separate entry), Center for Language Education and Research (information and reports).

19. Center for Improvement of Teaching of Japanese Language and Culture in High School

University High School
1212 West Springfield Avenue
Urbana, IL 61801 (217) 333-8203

Summer Institute, workshops, resource center, materials development.

Newsletter of the Japanese Language Teachers Network

20. Center for Teaching International Relations (CTIR)

University of Denver
University Park
Denver, CO 80208-0268 (303) 871-2164

Resource center, evaluation strategies, materials for teachers and students.

21. Central States Conference on the Teaching of Foreign Languages (CSC)

Jody Thrush, Executive Director
Madison Area Technical College
3550 Anderson Street
Madison, WI 53704 (608) 246-6573

Annual spring conference, advisory council, working committees, awards program.

CSC REPORTS, Newsletter

Other regional conferences are:

Northeast Conference on the Teaching of Foreign Languages (NEC)

Box 623
Middlebury, VT 05753 (802) 388-4017

NEC REPORTS, Northeast Conference Newsletter

Pacific Northwest Council of Foreign Languages (PNCFL)

Ray Verzasconi, Executive Secretary
Department of Foreign Languages and Literatures
Oregon State University
Corvallis, OR 97331-2289 (503) 754-2289

SELECTA: JOURNAL OF THE PNCFL, PNCFL Newsletter

Southern Conference on Language Teaching (SCOLT)

Lee Bradley, Executive Secretary
Valdosta State College
Valdosta, GA 31698 (912) 333-5948

DIMENSION: LANGUAGES (journal), SCOLTalk (newsletter)

Southwest Conference on Language Teaching (SWCOLT)

Jan Herrera, Executive Secretary
13355 Albion Circle
Thornton, CO 80241 (303) 452-1308

SWCOLT Newsletter

22. Chinese Language Teachers Association (CLTA)

161 South Orange Avenue
South Orange, NJ 07079 (201) 761-9447

Annual meeting, joint conferences, member services. For information about the American Secondary Schools Chinese Language Teachers Association, contact Robert Demeritt at the Barstow School, 11511 State Line Road, Kansas City, MO 64114, (816) 942-3255.

JOURNAL OF THE CLTA, CLTA Newsletter

Minnesota Chapter: Meetings, curriculum development.

23. Classical Association of the Middle West and South (CAMWS)

Furman University
Greenville, SC 29613 (803) 294-3056

Annual spring meeting, funding support of the Committee for the Promotion of Latin (contact Dr. Stanley Iverson, Classics Department, Concordia College, Moorhead, MN 56560, 218/299-4155).

THE CLASSICAL JOURNAL contains a section on pedagogy: The Forum

Other regional organizations include:

Classical Association of New England (CANE)

71 Sand Hill Road
Amherst, MA 01002 (413) 549-0390

New England Classical Newsletter

Classical Association of the Atlantic States

441 Townsend Road
Newark, DE 19711 (302) 368-0594

THE CLASSICAL WORLD (journal)

Classical Association of the Pacific Northwest

Department of Classics
University of Washington
Seattle, WA 98195 (406) 243-2401

Philological Association of the Pacific Coast (PAPC)

Department of English
University of Oregon
Eugene, OR 97403 (503) 686-3938

PACIFIC COAST PHILOLOGY (journal)

24. The College Board (CB)

45 Columbus Avenue
New York, NY 10023-6917
(212) 713-8000

500 Davis Street
Evanston, IL 60201
(312) 866-1700

Tests and other educational services for students, schools, and colleges; Advanced Placement programs; Educational EQuality Project to strengthen the academic quality of secondary schools and to ensure equality of opportunity for postsecondary education for all students (Academic Preparation for College Series).

25. Committee on Second Language Education (ComSLE)

University of Minnesota College of Liberal Arts
The Language Center
51 Folwell Hall
9 Pleasant Street Southeast
Minneapolis, MN 55455 (612) 624-6811

This committee oversees the College of Liberal Arts proficiency-based programs, particularly the testing program for the entrance standard and graduation requirement, and works to foster communication with other colleges of the University and secondary and postsecondary institutions throughout the state.

26. Computer Assisted Language Learning and Instruction Consortium (CALICO)

3078 JKHB
Brigham Young University
Provo, UT 84602 (801) 378-7079

Conferences, workshops, publications, databases, materials development, member services.

Monograph Series, CALICO JOURNAL

27. Concordia Language Villages

Concordia College
Moorhead, MN 56560
(218) 299-4544

2100 Pillsbury Avenue
Minneapolis, MN 55404
(612) 870-9310

Summer language and cultural experiences, school-year weekend and mini-week programs, travel abroad opportunities, Institute for German Studies, various conferences and programs.

The Interpreter (newsletter)

28. ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL)

1118 22nd Street, N.W.
Washington, D.C. 20037 (202) 429-9551

Database including research reports, conference papers, and locally developed curriculum materials; state-of-the-art papers, bibliographies, fact sheets; document reproduction service.

Language in Education: Theory and Practice Series, ERIC/CLL News Bulletin

29. Foreign Language Association of the Red River (FLARR)

Regional organization for language teachers in northwestern Minnesota and neighboring states; fall and spring conferences.

FLARR Newsletter

30. Foreign Language Education Forum on CompuServe (FLEFO)

CompuServe Information Services
P.O. Box 20212
Columbus, OH 43220 (800) 848-8199 (outside Ohio)

Public access on-line data service, includes conference calendar, bulletin board, user communications.

31. Global Education Center

University of Minnesota
110 Pattee Hall
150 Pillsbury Drive Southeast
Minneapolis, MN 55455 (612) 626-0555

Resource center, workshops, international contacts, program development and implementation.

Newsletter

32. Global Perspectives in Education (GPE)

45 John Street
Suite 1200
New York, NY 10038 (212) 732-8606

Information Exchange Network, national resource center, dissemination and networking activities, conferences, publications: fundamental literature, occasional papers, resource books, curriculum materials.

Access (newsletter)

Note: GPE has merged with NCFLIS to become programs of the American Forum (see Resource Item 12).

33. Global Studies Resource Center

6300 Walker Street
St. Louis Park, MN 55416 (612) 925-1776

Global education materials, resources, information for internationalizing the elementary-secondary curriculum; drop-in center; conferences, workshops, technical assistance.

34. International Association for Learning Laboratories (IALL)

Language Lab
Ellis Hall
Ohio University
Athens, OH 45701 (614) 594-5622

Annual meeting, workshops, consultant services, publications, placement and member services.

JOURNAL OF EDUCATIONAL TECHNIQUES AND TECHNOLOGIES
(formerly the NALLD JOURNAL)

35. International Baccalaureate of North America (IBNA)

200 Madison Avenue
New York, NY 10016 (212) 696-4464

Worldwide, two-year curriculum and examination program for secondary schools requiring proficiency in languages and mathematics, familiarity with the sciences and humanities; leads to the internationally recognized IB Diploma.

Minnesota districts (1988): Aurora-Hoyt Lakes/Biwabik (Mesabi East), Cloquet, Detroit Lakes, Fairmont, Grand Rapids, Minneapolis, Owatonna, St. Paul, South St. Paul.

36. Joint National Committee for Languages (JNCL)

300 I Street, N.E.
Suite 211
Washington, D.C. 20002 (202) 546-7855

Forum for cooperation and discussion among national and regional language education organizations, needs identification and policy planning, public awareness, political action through the National Council for Languages and International Studies (NCLIS).

37. Minnesota Department of Education (MDE)

Capitol Square
550 Cedar Street
St. Paul, MN 55101-2273

Consult these offices for assistance in developing and implementing programs in world languages and cultures:

Assessment Section
730 Capitol Square (612) 296-2970
Curriculum Services Section
Coordinated Model for Educational Improvement
631 Capitol Square (612) 296-1451
International Education
635 Capitol Square (612) 296-4076
World Languages Education
640 Capitol Square (612) 296-4073
Equal Educational Opportunities Section
982 Capitol Square (612) 296-7622
Multicultural Education
980 Capitol Square (612) 296-5147
Sex Equity
978 Capitol Square (612) 297-2792
Indian Education Section
303 Capitol Square (612) 296-6458
Instructional Design Section
Early Childhood Education
685 Capitol Square (612) 296-4065
Media Education
605 Capitol Square (612) 296-6114
Teaching for Thinking
Curriculum and Instruction
681 Capitol Square (612) 297-2685
Gifted Education
664 Capitol Square (612) 296-4072
Technology in Education
683 Capitol Square (612) 296-1570
Unique Learner Needs Section
Limited English Proficient (LEP) Education
801 Capitol Square (612) 296-1061
Migrant Education
875 Capitol Square (612) 296-0324
Special Education
809 Capitol Square (612) 297-4674

Education Update (tabloid)

38. The Modern Language Journal (MLJ)

Journal Division
The University of Wisconsin Press
114 North Murray Street
Madison, WI 53715 (608) 262-4952

Quarterly journal devoted primarily to methods, pedagogical research, and topics of professional interest to all language teachers; calendar, news items; extensive book reviews.

39. National Association for Bilingual Education (NABE)

Room 405
1201 16th Street, N.W.
Washington, D.C. 20036 (202) 822-7870

Annual meeting/conference, workshops, publications, special interest groups, consultant and member services.

NABE JOURNAL, NABE News

40. National Association of Self-Instructional Language Programs (NASILP)

Center for Critical Languages
Anderson Hall, 022-38
Temple University
Philadelphia, PA 19122 (215) 787-1715

Annual meeting, workshops, resource center, materials development, consultant and member services.

NASILP JOURNAL

41. National Clearinghouse for Bilingual Education (NCBE)

11501 Georgia Avenue
Suite 102
Wheaton, MD 20902 (800) 647-0123 or (301) 933-9448

Publications, information requests, placement services, electronic bulletin board, library, database.

NCBE Forum (newsletter)

42. National Committee for Latin and Greek (NCLG)

Division of Curriculum Development
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1492 (512) 463-9585

Collection and dissemination of information relating to the study of Latin, Greek, and classical civilization; materials development, resource center/library.

Prospects (newsletter)

43. National Council on Foreign Language and International Studies (NCFLIS)

45 John Street
Suite 1200
New York, NY 10038 (212) 732-8606

Consultant services, information requests, publications, projects.

Access (newsletter)

Note: NCFLIS has merged with GPE to become programs of the American Forum (see Resource Item 12).

44. The National Foreign Language Center (NFLC)

at the Johns Hopkins University
Fourth Floor
1619 Massachusetts Avenue, N.W.
Washington, D.C. 20036 (202) 667-8100

Needs assessment, research and development, evaluation, special projects.

Note: See the Spring 1987 issue of the Modern Language Journal (Volume 71, Number 1; pages 1-11) for a discussion of this new center.

45. National Network for Early Language Learning (NNELL)

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037 (202) 429-9292

An association of FLES, FLEX, and immersion practitioners and others interested in improving public awareness and support, establishing guidelines, and becoming involved in policy making for elementary school language programs.

FLES News

46. Norwegian Teachers Association of North America (NTANA)

Norwegian Department
St. Olaf College
Northfield, MN 55057 (507) 663-3486

Annual meeting with SASS, support network, materials database, clearinghouse, other member services.

Norwegian Teachers' Newsletter

47. Phi Delta Kappan

P.O. Box 789
Bloomington, IN 47402-0789 (812) 339-1156

Monthly (except July and August) journal with articles concerned with educational research, service, and leadership; issues, trends, and policy are emphasized; wonderful cartoons; annual Gallup Poll issue (September).

Note: Phi Delta Kappa, the professional fraternity in education, also publishes an annual Fastback series and Commission Reports and sponsors Professional Development Institutes.

48. Satellite Communication for Learning Worldwide (SCOLA)

Creighton Telecommunications
California at 24th Street
Omaha, NE 68178 (402) 280-4063

Annual conference, programming consortium, consultant services, technical assistance.

SCOLA Global (newsletter)

49. Society for the Advancement of Scandinavian Study (SASS)

Department of Germanic Languages
University of Illinois
707 South Mathews
Urbana, IL 61801 (217) 333-4852

Annual meeting, research, promotion, publications.

SCANDINAVIAN STUDIES (journal), SS News and Notes

50. Teachers of English to Speakers of Other Languages (TESOL)

1118 22nd Street, N.W.
Washington, D.C. 20037 (202) 625-4569

Annual and summer meetings/conferences, workshops, resource center, publications, political action, placement, and other member services.

TESOL QUARTERLY (journal), TESOL Newsletter

MinneTESOL: MinneTESOL JOURNAL and Newsletter, fall and spring conferences, special interest groups.

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4892500

Model Learner Outcomes

for

WORLD LANGUAGES

EDUCATION

EXCERPT CONTAINING
STATE BOARD ADOPTED
ESSENTIAL OUTCOMES

Minnesota Department of Education

1989

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MODEL AND ESSENTIAL LEARNER OUTCOMES
for
WORLD LANGUAGES EDUCATION

INTRODUCTION

The Purpose of this Document

This revised version of Chapter 3 of the **Model Learner Outcomes for World Languages Education** (1988) contains the essential learner outcomes adopted by the Minnesota State Board of Education in September 1989. It supplements but does not replace the original chapter.

Development of the model learner outcomes for world languages education began during the first cycle of documents written as part of the **Coordinated Model for Educational Improvement** and the 1985 legislative mandate for the Minnesota Department of Education to develop learner outcomes. The world languages document was published before full implementation of the 1987 PER legislation that directed the State Board to "adopt a set of learner outcomes that it considers to be essential for each subject area."

In order to comply with the new PER legislation, members of the world languages education team met in May 1989 to select the essential learner outcomes from the outcomes in the 1988 document. Their recommendations were presented to the State Curriculum Advisory Committee who, in turn, recommended the set of essential learner outcomes to the State Board of Education for adoption.

Essential Learner Outcomes for World Languages Education

The essential learner outcomes are a limited sample of the world languages model learner outcomes and are underlined in this version of Chapter 3. The essential learner outcomes are central to understanding the subject, are of life-long importance to the learner, and, according to the PER legislation, must be incorporated into each district's listing of outcomes for world languages education.

The major goals of world languages education are: 1) functional use of language in listening, speaking, reading, and writing; 2) cultural understanding; 3) knowledge about how languages function; and 4) insight into the processes of language learning. The essential learner outcomes reflect these four areas and require students to use a full range of thinking skills, to practice and extend psychomotor skills, and to examine attitudes, beliefs, and values. Effective world languages programs integrate language and culture at all levels of instruction, leading to functional language proficiency and successful language learners.

Attainment of the essential learner outcomes enables students to interact with other cultural groups, in person or through their writings, and to gain knowledge, skills, and understandings that will be of potential career and personal use throughout their life in an increasingly interdependent world. The levels of proficiency in language and culture suggested by the essential learner outcomes are appropriate for basic survival in travel, limited work application, and college study in intermediate or advanced courses.

3

MODEL LEARNER OUTCOMES FOR WORLD LANGUAGES

Chapter 3 presents a range of learner outcomes that can be used to develop specific, proficiency-based language programs in the schools. The entire set of outcomes will only be appropriate for a program in which students begin the study of a language in the early years of elementary school and continue with the same language through grade 12. Programs of shorter duration will draw on fewer of the outcomes. While the numbering of outcomes in each section might seem to suggest a progression or ranking, no absolute order is implied. As local curricula are developed, the sequence of selected outcomes will be tailored to individual circumstances.

These Model Learner Outcomes for World Languages are related to current work in the area of proficiency by the American Council on the Teaching of Foreign Languages (ACTFL) and other agencies. Their collaborative efforts have resulted in the publication of the ACTFL Proficiency Guidelines. Proficiency—what learners can do with the language they are acquiring—is the underlying philosophy of this document and a guiding principle for the development of curriculum and instruction as suggested in Chapter 4. Appendix A relates these outcomes to the ACTFL Proficiency Guidelines. Appendix B lists some implications of the Guidelines for curriculum and instruction. In addition to the generic Guidelines in Appendix A, language-specific Guidelines for French, German, Japanese, Russian, and Spanish are available through ACTFL (see Resource Item 11, Appendix H).

In each learner outcome document published by the Minnesota Department of Education, the outcomes are referenced to the Learner Goals of the Minnesota State Board of Education (SBE) in Chapter 1. Each outcome is classified according to one or more of three domains of development:

Psychomotor	Cognitive:	Knowing	Affective
		Applying	
		Integrating	

The cognitive domain categories are based on Bloom's Taxonomy. The classification may also indicate these other important areas of emphasis in Minnesota:

International/Global Education
Multicultural Education
Gender-Fair Education

These and other terms from Chapters 1-4 are defined in the Glossary (Appendix F).

Future versions of this document will correlate the outcomes with the Minnesota Assessment Program, a computerized bank of items and strategies for evaluation.

LANGUAGE USE

The overall goal of the language program is the development of communicative language proficiency within a cultural context. Proficiency is defined by ACTFL as "the range of tasks that the individual can perform in the context of real life." These tasks may involve one or more receptive skills (listening and reading) or expressive skills (speaking and writing). The degree of proficiency a learner may attain will depend on a combination of factors including motivation, ability, class length and size, years of study, articulation from year to year and school to school, teaching/learning strategies and materials, and maximum use of the language. Learners may also reach different levels of proficiency in listening, speaking, reading, and writing, developing a "profile" unique to each student.

While it is most probable that the individual skills will rarely be used in isolation in a communication/proficiency-oriented classroom, they are listed separately below. The outcome statements contain some references to the content and functions of communication, but only occasional indications of the accuracy with which the tasks should be performed. Actual decisions regarding content, function, and accuracy will be made when the district curriculum team transposes the outcomes into curriculum. Accuracy statements are included in the ACTFL Proficiency Guidelines in Appendix A. Suggested relationships of the outcomes to proficiency levels in the Guidelines are also shown in Appendix A.

A. LISTENING

Long neglected or taken for granted in the language classroom, listening has come to be regarded as critical in the language acquisition process. To develop these skills, learners must have ample opportunity to hear the language from the beginning of instruction. An extended listening period in the early stages of acquisition, during which learners are not expected or required to respond in the target language (L2), encourages students to listen for meaning rather than to listen for speaking. As learners are surrounded with meaningful language at the beginning level, they build up

an inventory of meanings associated with target-language vocabulary and structures and they develop strategies for extracting meaning from authentic oral messages. They will later draw on these meanings to express their own ideas in speaking and writing. Reading skills will develop much more quickly if basic messages in the language are already well understood through listening.

Because listening skills develop more quickly than speaking skills, emphasis on listening at every stage of language acquisition will allow learners to deal with concepts and ideas, topics and contexts that are of interest to them but are beyond their ability to discuss. Successful communication through listening can give learners a sense of achievement and progress even when their speaking, reading, and writing skills are far below their native-language level of performance.

Assessment of listening proficiency may require responses to be physical or in the native language (L1). Once other skills have been introduced, care must be taken when linking listening with speaking, reading, or writing, that only listening is being judged.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 3. B. 2. B. 13.	**A. LISTENING**		
	1. The learner discriminates between sounds and utterances in English and in the target language.	**Knowing** **Multicultural**	
	2. The learner discriminates among sounds and some basic utterances in the target language.	**Knowing**	
	3. The learner recognizes differences in meaning resulting from sound pattern variations in the target language such as intonation, pitch, juncture, tone, and other features.	**Knowing** **Multicultural**	
	4. The learner understands some isolated words or short phrases such as cognates, borrowed words, and high-frequency social conventions (Bonjour! Auf Wiedersehen! ¡Gracias!).	**Knowing** **Multicultural**	
	5. The learner understands short, learned utterances and some words and phrases from simple questions and statements, high-frequency commands and courtesy formulae that refer to basic personal information or the immediate physical setting.	**Knowing**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	6. The learner responds appropriately to clearly audible commands by a speaker using familiar vocabulary or contexts.	Applying Psychomotor	
	7. The learner understands simple greetings, idiomatic expressions, questions, and commands in common situations.	Knowing	
K. 2.	8. The learner can recognize and extract meaning from familiar material embedded in largely unfamiliar language to understand a portion of the message.	Applying	
I. 1. K. 2.	9. The learner feels confident in the ability to extract some meaning from oral messages in the target language even when much of the message is unfamiliar.	Affective	
	10. The learner understands short, familiar communications as well as recombinations of previously learned material in face-to-face conversations.	Applying	
K. 2.	11. The learner can distinguish but not fully comprehend different types of authentic listening situations such as commercials, newscasts, or weather reports.	Applying Multicultural International/ Global	
	12. The learner understands recombinations of previously learned material on an increasing variety of topics, not only in face-to-face settings but also in short, routine telephone conversations, simple public announcements, and media reports.	Applying Multicultural	
	13. The learner understands the speaker of the language who uses standard pronunciation, intonation, and pitch when conversing on subjects familiar to the learner's everyday experiences such as school life, family life, sports, and leisure-time activities.	Applying	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	14. The learner is able to sustain comprehension over longer stretches of conversation, narration, and description on a number of topics pertaining to different times and places.	Applying	
D. 1.	15. The learner values the opportunity to hear native and non-native speakers use the target language.	Affective Multicultural	
C. 1.	16. The learner uses clues such as context, body language, and structural cues to understand messages that contain both new and familiar material.	Applying	
	17. The learner is able to understand the main idea and most details of extended conversation, narration, and description dealing with a variety of topics in different time frames or aspects and in a variety of comprehension settings such as interviews, lectures, and news reports dealing with factual information.	Applying	
E. 5.	18. The learner can detect some subjective elements of a message such as mood, urgency, and the speaker's feelings or attitude.	Applying Multicultural	
I. 1.	19. The learner feels satisfaction in comprehending oral messages in the target language.	Affective	
D. 1. M. 1.	20. The learner is able to understand most messages associated with travel, school, or work in the target culture, including social situations, as communicated by a variety of native speakers.	Applying Multicultural Gender Fair International/ Global	
C. 1.	21. The learner is able to understand most speech in a standard dialect with an emerging awareness of culturally implied meanings.	Applying Multicultural International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes		Development and Concept Emphasis	Test Item Bank
C. 1.	22.	The learner is able to understand the language spoken with some regional variations of standard speech when a speaker converses on familiar topics.	**Applying Multicultural**	
C. 1.	23.	The learner is able to distinguish between fact and opinion and actual and implied meaning in a spoken message.	**Integrating**	
E. 2. H. 1.	24.	The learner derives information about the social context of a spoken message from the language used by the fluent speaker.	**Integrating Multicultural Gender Fair International/ Global**	
D. 1. E. 5. H. 1. I. 5.	25.	The learner values the information and ideas obtained from listening to native speakers.	**Affective Multicultural Gender Fair International/ Global**	

B. SPEAKING

Communication is the goal of the speaking skills described in these outcomes. Speaking is often the greatest source of stress for the language learner, in part because early emphasis has often been on the surface features of the spoken language--pronunciation and grammatical accuracy--rather than on successful communication of a message. An extended listening period will help learners gain vocabulary as well as confidence in their ability to shape messages before they speak. Sensitive correction procedures also encourage oral communication.

Oral proficiency develops in a climate of active communication in which students interact primarily with one another. Learners are encouraged to express their own meanings in a variety of contexts and functions related to the target culture. Speaking skills develop most readily when learners have numerous opportunities to speak in situations where emphasis is on the successful communication of a message that has meaning both for the speaker and the listener. While there is concern for the development of accuracy from the beginning of instruction, an emphasis on error correction may inhibit both communication and language acquisition.

Assessment of oral proficiency is often linked with other skills--most frequently listening, but sometimes reading. Care must be taken to assure that these linkages do not distort the testing situation; therefore, in some instances, the native language (L1) may be used to elicit oral expression in the target language (L2).

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 4. B. 2. B. 13.	**B. SPEAKING**		
D. 1.	1. The learner controls the sound system of the language with increasing facility until s/he can be understood by a native speaker accustomed to dealing with foreigners.	**Knowing Applying Psychomotor Multicultural International/ Global**	
M. 1.	2. The learner produces memorized utterances such as words and short phrases in order to satisfy basic needs in the classroom and in areas of personal concern.	**Knowing Applying**	
D. 1. I. 1. K. 2.	3. The learner is willing to attempt communication, even with much inaccuracy, if the alternative is no communication at all.	**Affective**	
	4. The learner can formulate simple sentences, questions, and commands using learned material.	**Applying**	
D. 1.	5. The learner uses memorized strategies to manage conversations with fluent speakers in order to ensure that messages are comprehensible, for example, encouraging a speaker to speak more slowly, rephrase, repeat.	**Applying**	
C. 1.	6. The learner can react appropriately in a familiar social situation without complications.	**Applying**	
C. 1.	7. The learner can maintain face-to-face conversation on topics of personal interest and need, forming and responding to simple questions and statements.	**Integrating**	
C. 1. D. 1. I. 1.	8. The learner is enthusiastic about the realization that s/he can communicate directly in another language.	**Affective**	
C. 1.	9. The learner appropriately uses one-word or incomplete utterances as well as complete sentences, as called for by the context.	**Applying**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1.	10. The learner is able to narrate and describe factual topics beyond basic survival needs.	Applying	
	11. The learner is able to express experiences occurring in present, past, and future time.	Applying	
C. 1. D. 1.	12. The learner converses in a clearly participatory fashion on a variety of topics of personal and public interest.	Applying	
C. 1.	13. The learner elicits vocabulary needed in order to express desired or precise meaning, using conversational strategies such as questions, restatement, and paraphrasing.	Integrating	
C. 1.	14. The learner uses circumlocution, approximation, and similar strategies to communicate meaning for which unknown words or forms are needed.	Integrating	
C. 1. D. 1. M. 1.	15. The learner is able to perform most communicative tasks associated with travel, school, or work in the target culture, including social situations, with a variety of native speakers.	Integrating Multicultural International/ Global	
C. 1. D. 1. I. 1.	16. The learner values the ability to use another language to meet everyday needs in another culture.	Affective Multicultural International/ Global	
	17. The learner uses narration and description with increasing length and detail for a variety of topics.	Integrating	
C. 1. C. 5. D. 1. E. 1.	18. The learner adapts learned vocabulary, idiomatic expressions, and grammatical patterns to express personal feelings, needs, and desires.	Integrating	
C. 1. D. 1. E. 1. E. 2. E. 3.	19. The learner chooses a speaking approach that is appropriate to the context: formal or informal, business or social, friendly or impersonal.	Integrating Multicultural International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 5. I. 1. I. 5.	20. The learner values the use of another language for expressing personal feelings and ideas.	Affective	
C. 1. C. 2.	21. The learner develops the ability to support opinions, explain in detail, and hypothesize.	Integrating	

C. **READING**

As receptive skills, reading and listening share some similarities, particularly as problem-solving activities. Appropriate responses to messages comprehended by the listener or reader may be intellectual, emotional, or physical. However, reading tends to be more abstract than listening to spoken language, which can provide voice inflection, gesture, and body language as clues to meaning. On the other hand, readers have more access to the message; they can look back or ahead for clarification. The learner can also use illustrations, diagrams, and other context clues to derive meaning from the printed text and to develop inferencing skills.

Most second language learners already have developed reading skills in their first language. It is the task of the L2 teacher to help the learner transfer these skills to the new language setting. When students read material that they have already encountered orally and for which they already have some background, they can begin very early to read for content and information. The learner's goal is to read actual texts from the target culture, which can be introduced effectively in the earliest stages of instruction. The beginner may also require some simulated authentic materials.

Reading aloud is often more a test of oral production than of comprehension. In fact, the oral reader rarely focuses on meaning. Skill at reading aloud should not be confused with reading proficiency. Like listening, the assessment of reading may require physical or native-language responses to avoid testing two skills at once.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 1. B. 2. B. 13.	C. **READING**		
	1. The learner recognizes the symbols of an alphabetic and/or syllabic writing system or a number of characters in a system that uses characters.	Knowing Multicultural International/ Global	
A. 3.	2. The learner associates the sounds with the written symbols of the target language.	Applying	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 4.	3. The learner reads familiar material aloud with comprehensible pronunciation and intonation.	Applying Psychomotor	
C. 1.	4. The learner uses clues from punctuation and other writing conventions to interpret word and sentence meanings.	Applying Multicultural International/ Global	
C. 1. M. 1.	5. The learner reads and understands vocabulary in areas of practical need such as items on menus, schedules, timetables, maps, and signs.	Applying International/ Global	
I. 1.	6. The learner values the ability to acquire, validate, and use information printed or written in another language.	Affective International/ Global	
C. 1. M. 1.	7. The learner understands main ideas and/or some facts from simple, connected texts dealing with basic personal and social needs, such as notes, public announcements, and short, straightforward instructions.	Applying	
C. 1.	8. The learner reads and understands a simple text from a familiar context without recourse to translation.	Applying	
C. 1.	9. The learner uses a variety of clues--contextual, structural, and morphological--as well as a knowledge of borrowed words and cognates, where appropriate, to interpret word and sentence meanings.	Applying	
D. 1. I. 5.	10. The learner gains enough meaning from target-language newspapers and magazines to derive satisfaction from looking through them.	Applying Affective International/ Global	
C. 1.	11. The learner reads and comprehends increasingly longer texts featuring narration and description for topics in which the reader has personal interest and/or knowledge.	Applying	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
D. 1. I. 5.	12. The learner values reading in the target language as a way to obtain knowledge that is important for personal reasons.	Affective Multicultural International/ Global	
C. 1.	13. The learner extracts key or core meaning from largely unfamiliar material using a variety of clues--contextual, structural, and morphological--as well as knowledge of borrowed words and cognates, where appropriate.	Integrating	
C. 1.	14. The learner understands temporal references in uncomplicated texts such as invitations, letters, non-technical articles, and simple prose and poetry.	Applying	
E. 5. I. 5.	15. The learner derives sensory impressions and personal meaning from simple prose and poetry by selected authors.	Applying Affective	
B. 1. B. 2. D. 1. E. 5. I. 5.	16. The learner values reading in another language as a potential source of information, recreation, and enjoyment.	Affective International/ Global	
C. 1. C. 3. C. 4.	17. The learner chooses reading techniques for different purposes such as skimming, reading for the main idea and/or facts, following directions, collecting data, reading critically, or reading to make inferences or to predict outcomes.	Integrating	
A. 6. C. 1. D. 1. M. 1.	18. The learner uses reference materials from the target culture and locates information in the target language through community resources such as a public or school library, bookstore, or database.	Applying Multicultural International/ Global	
C. 1.	19. The learner makes effective use of English and/or target language resources such as dictionaries and glossaries when context, orthographic, and structural/ morphological clues fail to yield meaning for the text.	Applying	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. D. 1. I. 5.	20. The learner values reading as a way to learn new concepts as well as more about other cultures.	**Affective Multicultural Gender Fair International/ Global**	

D. **WRITING**

Writing and speaking are expressive skills and are most meaningful when students have some realistic communicative purpose in mind. Beginning writers should draw on topics for which they have vocabulary and background knowledge, both acquired through oral experiences and related to their own interests or needs. Students can begin at very early stages to use writing as a means of communication, writing messages rather than drills and expressing meanings rather than copying patterns.

Because writing is usually a less spontaneous means of expression than speaking, it is often easier and more appropriate to apply a higher standard of accuracy for written than for oral work. However, sensitive correction that emphasizes errors in communication above errors in form will be most effective in encouraging both writing and accuracy.

In testing writing proficiency, care must be given not to assess two skills at once, particularly at the lower levels. Appropriate stimuli for writing samples may include visuals or directions in the native language.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
A. 2. B. 2. B. 13.	D. **WRITING**		
	1. The learner forms the letters of an alphabetic system or copies and produces the basic strokes in systems that use syllabaries or characters.	**Knowing Psychomotor Multicultural International/ Global**	
	2. The learner copies familiar words, phrases, and/or characters; reproduces some from memory; and produces romanizations, where applicable.	**Knowing Psychomotor International/ Global**	
	3. The learner can write names, numbers, dates, own nationality, and other simple autobiographical information on forms.	**Knowing**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	4. The learner uses familiar vocabulary to list, identify, and label.	Applying	
C. 1.	5. The learner writes simple, fixed expressions and some recombinations of memorized material.	Applying	
A. 3. C. 1.	6. The learner can make notes on simple oral messages of material known through listening, speaking, and/or reading.	Applying	
C. 1.	7. The learner writes simple statements, questions, and short messages on familiar topics using recombinations of learned vocabulary and structures.	Applying	
C. 1. D. 1.	8. The learner controls standard writing practices well enough to communicate a message to a native reader accustomed to dealing with non-native writers.	Applying	
C. 1. C. 5. D. 1.	9. The learner uses writing to satisfy personal and practical needs, as in letters or journals, expressing some temporal distinctions through vocabulary and/or structure.	Applying	
D. 1. I. 1.	10. The learner values the ability to give information in writing in the target language.	Affective Multicultural International/ Global	
C. 1. C. 5.	11. The learner communicates ideas, feelings, and experiences related to such areas as school and family life, leisure-time activities, and personal preferences in loosely organized paragraphs.	Applying	
C. 1. E. 2.	12. The learner expresses personal ideas in a short letter or postcard using appropriate conventions of the target culture.	Applying	
B. 8. C. 5. I. 1	13. The learner values the ability to express personal feelings and ideas in writing in the target language.	Affective Multicultural International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes		Development and Concept Emphasis	Test Item Bank
C. 1.	14.	The learner writes summaries, narratives, and descriptions of a factual nature.	Applying	
C. 1.	15.	The learner makes reference to present, past, and future time in written communications.	Integrating	
C. 1.	16.	The learner employs paraphrasing as a writing strategy to compensate for lack of specific vocabulary and/or structures.	Integrating	
C. 1. C. 2.	17.	The learner writes about a variety of topics with increasing precision and detail, showing an emerging ability to support a point of view.	Integrating	
C. 1. E. 2.	18.	The learner applies knowledge of typical target-language patterns of paragraph and composition organization.	Applying	
B. 8. C. 1. C. 5.	19.	The learner uses culturally authentic models to write simple stories, poetry, skits, and advertisements.	Integrating	
C. 1.	20.	The learner makes effective use of English and/or target language resources such as dictionaries and glossaries to choose words to express desired meanings.	Applying	
B. 2. D. 1. I. 5.	21.	The learner appreciates writing in the target language as one of the means of interacting with another culture.	Affective Multicultural Gender Fair International/ Global	

CULTURE

While most cultural experiences and understandings should occur in conjunction with work in language use, some specific outcomes related to culture can be identified. The increasing interdependence of nations, vastly improved communications technology, and the necessity for global understanding all demand that students learn as much as possible about their own and other cultures from a multicultural perspective. Teachers are aware that, however well prepared, they may not be experts in all areas of culture; they must often deal with questions about culture that arise as students study language in ever-changing contexts.

Therefore, in addition to outcomes in culture, a process for examining another culture is described. An example of the process is contained in Appendix C. This process frees the teacher from the need to assume complete cultural expertise by encouraging students to discover, explore, and react to the target culture and to their own. This process can be used inside and outside the classroom and even beyond formal education as people encounter cultures in different contexts. It will also provide learners with strategies useful whenever they interact with another culture, no matter how separated in time or space from the formal language learning experience. The ultimate culture learning process, of course, occurs when students actually immerse themselves in another culture for a considerable period of time. Indeed, most learners will need an extended experience in the culture to reach the most advanced levels of proficiency.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 2. B. 13. D. 1.	**A. THE NATURE OF CULTURE**		
D. 2. E. 1. E. 2. E. 3.	1. The learner knows that differences and similarities exist among languages, peoples, and their environments.	Knowing Multicultural Gender Fair International/ Global	
H. 1. K. 3.	2. The learner knows that culture is in a constant state of change.	Knowing International/ Global	
C. 1. H. 1.	3. The learner knows that generalizations about culture and/or groups may be inaccurate and misleading.	Knowing Multicultural Gender Fair International/ Global	
D. 2. H. 1. H. 3.	4. The learner knows that culture may be shaped by geographical, historical, and social environments.	Knowing Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3.	5. The learner knows that cultural differences may be evident in common, everyday activities, some of which can be experienced in a language classroom.	Knowing Multicultural Gender Fair International/ Global	
E. 3. H. 2. I. 1.	6. The learner values membership in a cultural group and appreciates that others hold the same value for themselves and their groups.	Affective Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	B. CULTURAL THEMES		
E. 1. E. 2. E. 3. E. 8.	1. The learner knows that within a culture, differences and similarities exist based on age, gender, economic level, place of residence, social level, education, religion, and heritage.	Knowing Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3. H. 1.	2. The learner knows that, among cultures, there are similarities and differences in attitudes toward common human experiences such as birth, illness, death, education, family life, and religion, as well as in the way that basic human needs are met, for example, food, shelter, dress, hygiene, security.	Knowing Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3. E. 8. H. 1.	3. The learner recognizes that interpersonal relationships vary as a result of age, gender, race, ethnicity, and role differences.	Knowing Multicultural Gender Fair International/ Global	
D. 2. E. 8.	4. The learner knows that social control within a culture is maintained by various institutions such as family, church, or state.	Knowing Multicultural Gender Fair International/ Global	
E. 3. M. 6.	5. The learner recognizes the effect of work and leisure on life styles.	Knowing Multicultural Gender Fair International/ Global	
B. 2. D. 1. E. 8.	6. The learner realizes that the concepts of time and space vary from culture to culture.	Knowing Multicultural Gender Fair International/ Global	
B. 2. D. 1. E. 2. E. 3. E. 4. E. 6. E. 8.	7. The learner realizes that gestures and body language are important components of communication and that what is acceptable in one culture may be offensive or misunderstood in another.	Knowing Psychomotor Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
D. 1. D. 3. E. 4. I. 1.	8. The learner recognizes that to be different is not necessarily to be better or worse.	Knowing Affective Multicultural Gender Fair International/ Global	
B. 2. D. 1. D. 4. I. 5.	9. The learner appreciates that enrichment can be experienced through contact with other ways of life.	Affective Multicultural Gender Fair International/ Global	
	C. DISCOVERY AND EXPLORATION OF ANOTHER CULTURE		
D. 1. E. 1. E. 6. H. 1. K. 3.	1. As a result of language and culture study, the learner seeks: a. similarities and differences among cultures, b. differences among groups within a culture and individuals within a group, c. evidence that culture is in constant change, and d. opportunities to experience another culture firsthand.	Applying Multicultural Gender Fair International/ Global	
D. 4. E. 7. H. 1. H. 2. K. 3.	2. As a result of language and culture study, the learner values: a. contributions of other cultures to the United States b. an individual's ability to adjust or to adapt to cultural change (within a culture, from culture to culture), and c. learning about other cultures and their contributions to the world.	Affective Multicultural Gender Fair International/ Global	
E. 1. E. 2. E. 3.	3. As a result of language and culture study, the learner accepts that: a. there are similarities and differences among cultures, b. each culture has its own value system, and c. comparative judgments are not always valid.	Applying Affective Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
D. 1. F. 2.	**D. A PROCESS FOR EXAMINING CULTURE**		
B. 2.	1. The learner notices or is directed to an aspect of culture in learning materials, teacher presentations, or other sources, including personal experience.	**Knowing** **Applying** **Multicultural** **Gender Fair** **International/ Global**	
C. 1.	2. The learner, alone or in a group, makes a generalization about the culture based on this observation.	**Applying** **Multicultural** **Gender Fair** **International/ Global**	
A. 6. A. 7. C. 3.	3. The learner or group of learners seeks multiple sources of information related to the generalization such as newspapers, magazines, books, films, videos, slides, photos, databases, community resources familiar with the target culture, and native informants. Information is sought about all groups within the culture, majority and minority, in order to assure a multicultural, gender-fair perspective.	**Applying** **Integrating** **Multicultural** **Gender Fair** **International/ Global**	
C. 1. C. 2. C. 3.	4. The learner or group of learners questions and compares resources, examining them for potential limitations such as copyright date, intended audience, or purpose, then describes, reports, and analyzes the findings.	**Applying** **Integrating** **Multicultural** **Gender Fair** **International/ Global**	
C. 1. C. 2.	5. The learner or group of learners modifies the generalization, continues to seek additional information, and further refines the statement(s).	**Integrating** **Multicultural** **Gender Fair** **International/ Global**	
E. 7. E. 8.	6. The learner or group of learners may examine a related feature in the native culture using the same process (steps 1-5).	**Applying** **Integrating** **Multicultural** **Gender Fair** **International/ Global**	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1. C. 2. C. 3. E. 1. E. 2. E. 3. E. 6.	7. The learner or group of learners compares the refined statements about the target and native cultures, describing the similarities and differences and assessing the validity of the comparison.	**Integrating Multicultural Gender Fair International/**	

Although the process can be applied after any observation is made, it will be most effective if incorporated with language learning, that is, as motivation to learn content, function, register, structure, within the cultural context. It is also suggested that the first encounter with the process might be an example from the native culture (see Appendix C).

KNOWLEDGE ABOUT LANGUAGE

Learners know about language when, in addition to demonstrating proficiency in listening, speaking, reading, and writing in a cultural context, they are also able to make generalizations about how languages operate. They also value this knowledge, which may provide insight into the functioning of the native language, resulting in increased appreciation and understanding of the native language and of all language systems.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. B. 13. D. 1.	A. **THE SOUND SYSTEM**		
	1. The learner knows that every language has characteristic sounds and other features such as rhythm, intonation, pitch, juncture, and tone.	Knowing	
	2. The learner realizes that similarities and differences exist between the sound systems of the native language and other languages.	Knowing	
	3. The learner knows that speaking another language requires the recognition and production of some unfamiliar sounds or combinations of sounds.	Knowing Psychomotor	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
	4. The learner recognizes that the speech of native speakers may vary because of factors such as age, gender, background, heritage, and place of residence.	Knowing Multicultural Gender Fair International/ Global	
E. 6.	5. The learner appreciates the sounds of the target language and takes pleasure in producing them.	Affective Psychomotor	
B. 1. B. 2. B. 13. D. 1.	B. THE WRITING SYSTEM		
	1. The learner understands that the relationship of sounds to written symbols differs from language to language.	Knowing	
C. 1.	2. The learner accepts the sound/ symbol system of the target language and strives to use it according to standard practices.	Applying Affective Psychomotor	
	3. The learner knows that writing conventions differ from language to language, for example, capitalization, punctuation, direction.	Knowing	
B. 1. B. 2. B. 13. D. 1.	C. VOCABULARY		
	1. The learner accepts the target language as a unique way of associating vocabulary with meanings that is independent of the native language.	Affective Multicultural Gender Fair International/ Global	
K. 2.	2. The learner realizes that knowledge of vocabulary can help in comprehending target-language messages, even when much of the grammar is unfamiliar.	Knowing	
	3. The learner understands that the range of meanings covered by specific vocabulary items may differ from language to language.	Knowing Multicultural Gender Fair International/ Global	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
K. 2.	4. The learner knows that certain vocabulary items may combine in a language to create idioms, that is, expressions that are not explained adequately by the meanings of the component vocabulary items. These idioms are neither directly translatable nor predictable from language to language.	Knowing Multicultural Gender Fair International/ Global	
	5. The learner knows that some vocabulary items may have similar sound and/or appearance in closely related languages. These items, known as cognates, may also, but not always, have related meanings.	Knowing Multicultural Gender Fair International/ Global	
	6. The learner values the target language for those aspects of vocabulary, idiom, and cognates that make it unique.	Affective Multicultural Gender Fair International/ Global	
B. 1. B. 2. B. 13. D. 1.	D. GRAMMAR		
	1. The learner knows that while languages may share similar structural components, there may also be significant differences.	Knowing Multicultural Gender Fair International/ Global	
	2. The learner is aware that many languages operate much differently than the native language in the way features such as time, space, person, and number are communicated.	Knowing Multicultural Gender Fair International/ Global	
	3. The learner accepts the target language as a uniquely structured system.	Affective	
	4. The learner knows that successful communication in another language requires the understanding and application of certain grammatical rules and conventions.	Knowing	
	5. The learner values communication above knowledge of grammatical rules, but does not disregard accuracy.	Affective	

LEARNING A LANGUAGE

Knowledge of how languages function is closely related to other language learning outcomes. It is assumed that as students become aware of the various aspects of language acquisition, they will be able to transfer this knowledge to other language learning situations, thus facilitating that task. A resulting positive attitude may carry well beyond the language classroom. The learner who enjoys the language learning experience, who feels gratified about the progress made, and who is challenged to learn more, is likely to succeed in subsequent language study.

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. B. 13. D. 1.	A. THE NATURE OF LANGUAGE		
I. 5.	1. The learner recognizes that language is one way in which human beings communicate with one another and that it is possible to learn languages, both in school and non-school settings.	Knowing	
E. 2.	2. The learner realizes that there is different language usage appropriate to different social situations.	Knowing	
	3. The learner knows that many languages are interrelated to varying degrees and that the learning of a new language may be facilitated by the recognition of these interrelationships through such elements as cognates, borrowed words, and syntactic patterns.	Knowing	
	4. The learner knows that insights into native and other languages are gained through language study.	Knowing	
I. 1. J. 1.	5. The learner has belief and confidence that the target language can be learned and wants to continue learning it and, possibly, other languages.	Affective	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
B. 1. B. 2. B. 13. D. 1.	**B. LANGUAGE LEARNING**		
	1. The learner knows that communication takes place in the new language when s/he understands or can be understood by a native or other fluent speaker.	Knowing	
	2. The learner knows that errors will occur that may affect communication and that these inevitable errors can be used to improve eventual control of the new language.	Knowing	
A. 6. F. 2. J. 3.	3. The learner knows that there are various individual and group study strategies that may be used to learn a language such as repetition, memorization, practice, pair work, learning games, and role-playing, and that technology can be used to facilitate learning.	Knowing	
	4. The learner recognizes that continued practice and maximum use of the target language help to develop proficiency.	Knowing	
	5. The learner finds models for language expression in teachers, peers, community and family members, native speakers, and media sources.	Applying Multicultural Gender Fair International/ Global	
C. 1. J. 3.	6. The learner applies a variety of learning styles to achieve desired outcomes and chooses the one(s) that may be best for each task.	Applying	
A. 7. E. 1.	7. The learner observes native speakers to detect appropriate gestures and body language that may accompany oral communication.	Applying Multicultural Gender Fair International/ Global	
	8. The learner realizes that languages can be learned without recourse to the native language or translation.	Knowing	

SBE Learner Goals	Minnesota Department of Education Learner Outcomes	Development and Concept Emphasis	Test Item Bank
C. 1.	9. The learner applies context and structure clues to learn vocabulary, recognizing whether native-language strategies can be transferred to the target language or not.	Applying	
	10. The learner who desires grammatical explanations knows they can be obtained in many textbooks or from the teacher.	Knowing	
	11. The learner knows that dictionaries and glossaries can be used to confirm inferred meanings and to find meanings for unknown vocabulary, but recognizes that skill is needed in their use.	Knowing	
B. 10. J. 3. J. 5. M. 4.	12. The learner realizes that language acquisition and maintenance require continuing practice if the skills and understandings are to be useful for future work or leisure activities.	Knowing	
	13. The learner desires to continue to use and study the target language in order to communicate across cultures.	Affective Multicultural International/ Global	
J. 6.	14. The learner knows that the target language can be used to acquire new concepts and information in any area of interest or need.	Knowing	
E. 6. E. 7.	15. The learner accepts that any language can be a vehicle for acquiring knowledge and information or exchanging ideas.	Affective	
J. 6.	16. The learner believes that having acquired some proficiency in one non-native language will influence acquisition of subsequent languages.	Affective	